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ABSTRACT

Providing a comprehensive overview, this guide to kindergarten screening was produced to aid Maine's school districts as they work to increase the effectiveness of their screening programs. Part 1, providing materials related to meeting the requirements of Maine's Education Reform Act of 1984, includes regulations pertaining to screening, a statement of philosophy and purposes of screening, a description of the screening process, discussion of reporting to parents, a flow chart of the sequence of screening activities, a guide to choosing screening instruments, information on purchasing instruments, and a list of references. Focusing on developmentally appropriate practices, Part 2 offers discussions of readiness, descriptions of placement models, and position papers discussing curriculum planning for the primary grades. Also included in the second part are the National Association for the Education of Young Children's position statement on developmentally appropriate practice in programs for 4- and 5-year-olds, and in the primary grades serving 5- through 8-year-olds. Appended materials concern the significance of reporting to parents, informational letters regarding laws and rules pertaining to kindergarten attendance in Maine, information on preschool developmental services coordination sites, developmental history forms, screening reporting forms, and a publicity sample. Numerous references are cited on aspects of individual development, curriculum, and learning. (RH)

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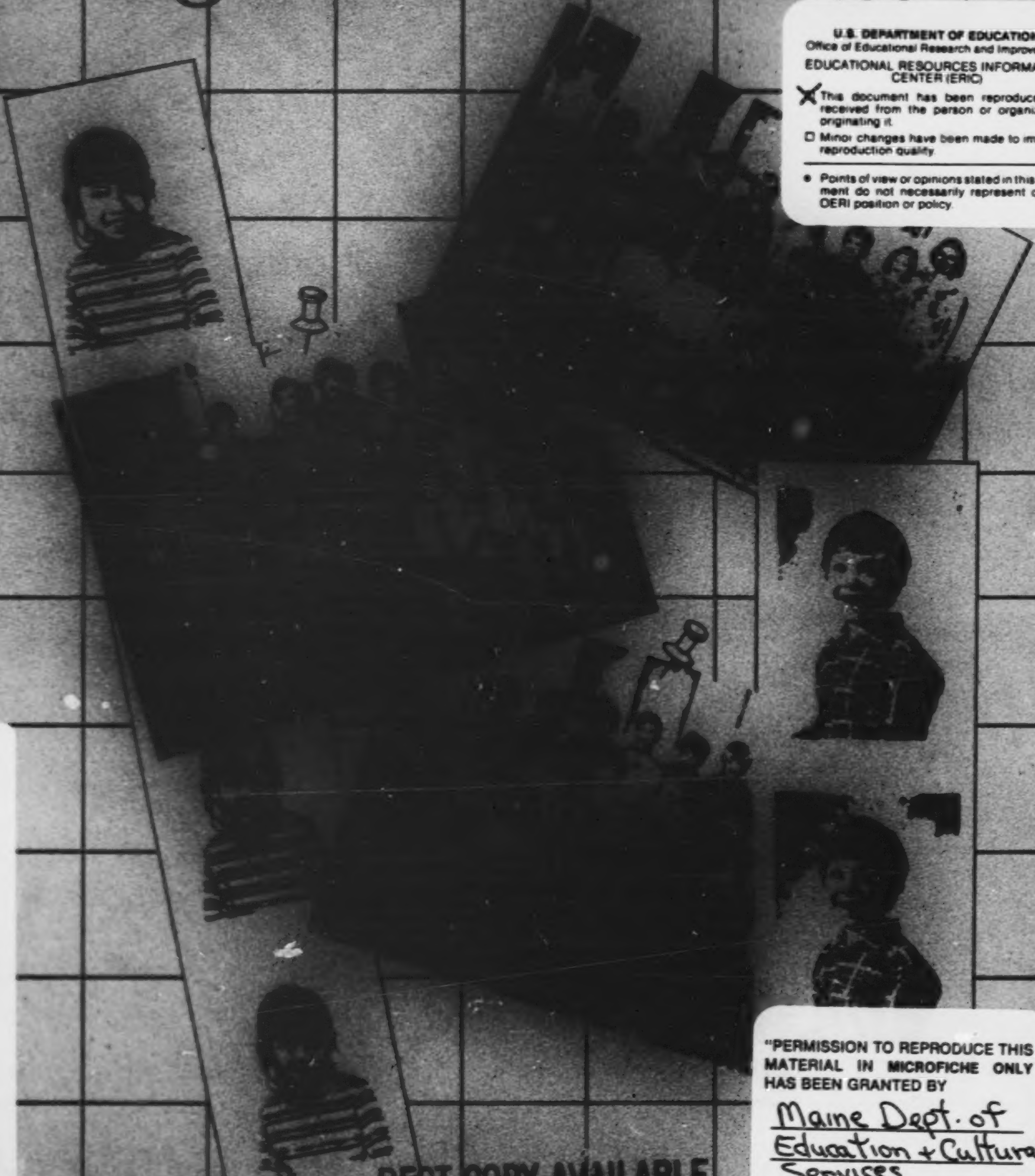
a guide to screening



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DEPARTMENT OF
EDUCATIONAL & CULTURAL SERVICES
Telephone (207) 289-5800

April 25, 1988

Dear Educator,

The Education Reform Act of 1984 requires that all children entering Maine's kindergartens be screened in order to provide them with appropriate educational opportunities. To assist with that task, the Early Elementary consultants and the Early Elementary Advisory Board have produced New Beginnings: A Guide to Screening.

This document is a comprehensive overview, designed to support local districts as they work to increase the effectiveness of existing screening programs. It includes current and well-researched instruments so that local districts can make informed decisions regarding their own screening process.

I wish to thank those people whose names appear on the following pages. Their expertise and effort have contributed significantly to the development of this guide.

Sincerely,

Eve M. Bither

Eve M. Bither
Commissioner

State House Station 23, Augusta, Maine 04333 — *Offices Located at* the Education Building

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05 **DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES**

071 **BUREAU OF INSTRUCTION**

CHAPTER 121 EARLY ELEMENTARY, KINDERGARTEN TO GRADE THREE, SCHOOL ASSISTANCE PROGRAM

SUMMARY: The intent of the Early Elementary, Kindergarten to Grade Three, School Assistance Program as authorized by 20-A MRSA 260 is to provide appropriate educational opportunities for all children kindergarten through grade three by: (1) screening and assessing all entering kindergarten students; (2) developing and distributing an integrated screening and assessment program; and (3) researching and developing model curriculum guides.

1. Definitions

A. Screening shall mean a system-wide early elementary process designed as an initial step in determining an appropriate educational program for each child.

B. Assessment shall mean the evaluation of individual student data for the purpose of educational programming.

C. Elements of screening shall mean fine and gross motor development; receptive and expressive language; vision; hearing; and cognition. In addition, other areas may include: self-help; self-concept; social-emotional development; and personal histories. The screening process may be abbreviated for students transferring from Maine school systems where screening has already taken place.

D. Integrated shall mean the incorporation of screening and assessment information for the purposes of planning, developing, and implementing an on-going kindergarten through grade three program.

E. Standardized shall mean a common, system-wide, early, elementary program.

F. Curriculum guide shall mean a resource tool available for the purposes of planning, developing, and implementing an early elementary program.

2. General Rules

A. Screening

School administrative units shall provide the commissioner with documentation that screening has been completed for all entering kindergarten students annually by October 15.

B. Submission of Data

1. School administrative units shall submit a copy of their screening instrument to the commissioner upon request.

2. School administrative units shall submit screening and assessment data annually by November 1.

C. Research and Development

The commissioner may periodically request kindergarten through grade three screening, assessment and curriculum information from school administrative units. The purpose for requesting information is to provide the Department of Educational and Cultural Services and school administrative units with information to assist schools and teachers in their effort to assess the performance and progress of students.

D. Curriculum Modes

The commissioner shall develop early childhood curriculum models to be distributed upon request to school administrative units for the purpose of assisting schools and teachers in assessing student performance and progress in kindergarten through grade three.

BASIS STATEMENT: This rule clarifies the Early Elementary, K-3, School Assistance Program legislation which is intended to provide appropriate education for children in kindergarten through grade three by: (1) screening and assessment; (2) development of resources; and (3) development of model curriculum guides.

AUTHORITY: 20-A MRSA 260, 1001, 15509, 15612, and 15617.

EFFECTIVE DATE: February 1, 1985

PHILOSOPHY AND PURPOSES OF SCREENING

Screening is a process by which educators gather initial information about all children who will be entering school for the first time. In addition, this process identifies those children who need further assessment to determine if they may have special needs. An effective screening process should:

o be an experience which is positive and comfortable for the child.
o use appropriate instruments for the specific areas to be screened.
o be congruent with the educational philosophy and curriculum goals of the district.
o highlight the child's strengths as well as possible areas of concern.
o be unbiased by socio-economic or cultural background.
o be administered by trained personnel.
o include observations of the children.
o take into account the child's past history.
o report results to parents.

Screening is intended to ba a simple means of gaining information about a large number of children. It is not a testing situation; that is, a child cannot "fail" the screening. The purposes are to gather initial information about the children, and to identify any child who may require more detailed assessment and diagnosis for possible referral to special services. SCREENING RESULTS CANNOT BE USED TO EXCLUDE CHILDREN FROM SCHOOL. See Informational Letter No. 6 appendix.

Chapter 121 of the *Regulations (Early Elementary, Kindergarten to Grade Three, School Assistance Program) specifies the areas to be screened. More than one instrument may be needed to comply with these regulations:

1. Fine Motor Development: Fine motor development refers to the child's facility for small muscle manipulation, which affects tasks such as drawing and cutting.

2. Gross Motor Development: Gross motor development refers to the child's ability to use the body and to perform large muscle tasks, such as running and jumping.

3. Receptive and Expressive Language: Receptive language refers to the child's level of understanding spoken language. Expression has to do with the child's oral communication of ideas and concepts.

4. Vision: Vision tests measure near and far acuity and strabismus. (see appendix)

5. Hearing: Audiometric or hearing tests measure acuity of responses to sound, volume and frequency. (see appendix)

6. Cognition: Cognitive development refers to the child's level of understanding concepts. Key to this area are the abilities to solve problems, to remember, to sequence, to interpret shapes and symbols and to recognize similarities and differences."

Optional areas that may be included in the screening process are self-help, self-concept, social-emotional development, and personal histories. Although Chapter 121 does not require screening in these areas, including them in the screening process is suggested. A brief personal history, completed at the discretion of parents may be used to identify additional areas that need to be assessed. (see appendix)

* Maine Department of Educational and Cultural Services (see appendix)

SCREENING PROCESS

Planning and organization are key components of the screening process. During the planning stages, school officials should exercise special care to protect family rights to privacy at each stage of this process.

The following annotated checklist will assist school districts in planning:

- __ SELECT TIME TO SCREEN
- __ SELECT SCREENING INSTRUMENTS
- __ SELECT SITE
- __ SELECT EXAMINERS AND OTHER STAFF
- __ PUBLICIZE
- __ REGISTER STUDENTS
- __ CONDUCT ORIENTATION MEETING FOR PARENTS
- __ SCREEN STUDENTS
- __ REVIEW DATA AND MAKE RECOMMENDATIONS
- __ DISSEMINATE RESULTS

SELECT TIME TO SCREEN

The time to screen is determined at the local level. Some districts prefer screening during the spring prior to school entrance. Others decide to accomplish this during the summer, and still others plan screening for the first week of school. There are some limitations. One is that children currently enrolled in kindergarten must not be dismissed in order to accommodate screening for next year's group. Districts must provide daily instructional time during the screening process. Screening results are reported to the Department of Educational and Cultural Services, Early Elementary Office, by November 1 of each year. See appendix.

SELECT SCREENING INSTRUMENTS

Each system has to make philosophical decisions regarding the purposes for screening beyond what is mandated for special education needs. The issues of developmental and readiness type screening need to be discussed based on system options for program placement.

SELECT SITE

Facilities for screening must be accessible to the handicapped. Creativity can open many new possibilities for hosting kindergarten screening. The following have been used successfully:

- schools
- nursery schools
- Head Start locations
- community buildings
- fire stations
- libraries

SELECT EXAMINERS AND OTHER STAFF

Professionally trained personnel should screen children. When considering examiners and other personnel to be involved, it is best to choose the most sensitive child observers that can be recruited. In an effort to maintain confidentiality and consistent screening practices, the following people may assist with the organization and management of the screening process:

- curriculum specialists
- guidance personnel
- kindergarten or other developmentally trained teachers
- nursery school personnel
- occupational therapist
- other clerical help
- parents and community volunteers
- pediatricians
- physical therapist
- principal
- school and/or public health nurse
- secretary
- speech/language clinicians
- staff from regional preschool coordination sites

It works most efficiently when one or two people on a screening team are designated as coordinator/s.

TRAIN EXAMINERS

All examiners should be trained and thoroughly familiar with the specific tools being utilized. In addition, it is desirable to have an orientation meeting for all examiners so that everyone is informed of the entire screening organization and process. Administration and scoring of instruments needs to be uniform. Expectations for personnel need to be clearly articulated so that all are well informed.

PUBLICIZE

Working extra hard to "recruit" all age appropriate children for screening is worth the effort. It reduces scheduling numbers of students to be screened later when the full team may not be available.

Publicity (sample in appendix) should clearly specify purpose, dates, contact person and telephone number for screening registration.

The following means of publication are recommended:

- notices in local newspapers
- public announcements on radio and television
- posters for public places (bank, post office, supermarket, etc.)
- letters sent home to parents of all elementary students
- notices in area day care facilities, Head Start or nursery schools

Please note that provisions must be made to screen all children who enter school after screening has been completed.

REGISTRATION

In the weeks prior to screening, a tentative list of registrants is made. This is a good time to send home a packet of more specific information. Possible materials to include are:

- general information and "welcome to school" letter, including purposes and components of screening
- suggestions to parents (like leaving younger siblings at home), and what to bring to screening - birth certificate and immunization records. Birth certificate must be a certified copy from the town office or city clerk; a hospital record is not sufficient.
- forms to fill out (immunization and/or exemption record, legal guardianship, legal residence, school registration form, information from school nurse regarding state laws, health history).
- phone number for contact person to call for a screening appointment

ORIENTATION MEETINGS FOR PARENTS/PRESCHOOL STAFF

A meeting for parents, prior to or simultaneous with screening, is an option that helps build positive relations and support for the schools. This meeting can be used to inform parents more specifically about the whole screening process and the placement options which exist in various school districts. Parents will have many questions which can be addressed at this meeting in order to alleviate concerns. Possible formats include:

- slides, videos
- speakers
- panel discussions
- other parents as speakers
- question/answer opportunities

Agenda ideas might include:

- an explanation of developmental and/or readiness screening, visual/auditory/medical testing
- an overview of available programs for five year olds
- a "travelogue" of the child's screening experience
- information about when and how parents will be informed about screening results
- bussing information
- program descriptions

- day care information/provisions
- importance of child-oriented kindergartens
- scheduling of any screening appointments yet unmade

Meeting with area preschool staff is another option that helps to build positive relations. An orientation to the school's screening process and placement options provides the early childhood community with concrete information and assists with the transition process.

THE SCREENING PROCESS

Careful consideration needs to be given to the physical arrangement of the screening facility:

- reception room for parents (where they can wait, have refreshments, talk with other parents, watch pertinent filmstrips, or videos, read pamphlets)
- a supervised place for children to play while they wait
- quiet areas for screening (required areas to be screened include vision, hearing, cognition, receptive & expressive language, fine and gross motor development.
- "kid-sized furniture"
- dividers to separate screening areas

To facilitate efficient record-keeping and movement from one screening station to the next, a highly organized plan is critical. A written screening procedure or checklist specifying responsibilities is most helpful for reference. Consider...

- starting with a photo of each student (or group)
  This breaks the ice as well as helps examiners to recall children later
- giving appealing name tag to student
- starting cumulative folder which could be routed to each examiner
- having children receive a sticker to place on nametag showing that he/she has been to various stations

TEAM REVIEW OF DATA AND RECOMMENDATIONS

*Note: When reviewing screening data and making recommendations, remember that placement decisions must be in compliance with state regulations. See Informational Letter #6. Ideally, following screening, examiners convene to review data. A master student notebook and/or checklist should be started in order to keep track of all information and for quick access once cumulative folders are distributed to various schools. A master notebook may contain:

- who was screened, date of birth, chronological age
- results of all screening reports
- reference to outside reports or information
- rescreening plans and results
- record of conference notes (when and if held)
- concerns (i.e. medical, motor, language, etc.)
- Pupil Evaluation Team referrals
- placement recommendations
- parent notification and acceptance
- final placement

REPORTING TO PARENTS

Parents are most anxious to receive results of their child's screening. Therefore, the sooner it can be done, the better. While reporting is often done by letter (see appendix), conferences are more personalized and help to build positive parent school relations, but they are very time consuming. Another option is to offer conferences upon request after parents receive screening results. Local concerns need to be considered.

The purposes of reporting to parents are:

- to increase parent understanding
- to establish a positive relationship
- to build a continuing relationship

Increasing Parent Understanding

Since what parents know about education is so important to the success of their own child's schooling, one goal of the reporting conference is to increase the parent's understanding of the information. To do this, teachers can use what they already know about how people learn, since there are many parallels between effective communication strategies and effective teaching.

The first step in increasing understanding is establishing learning outcomes for the conference. Ask yourself these questions:

- What is most important for all parents to understand about the screening process?
- What is most important for the parent to understand about the results for their own child?
- If our roles were reversed, what questions would I, as a parent, have about screening and about my own child's results?
- Which questions would I feel uncomfortable about asking?

Establishing A Positive Relationship

Real communication is actually the process of forming an interactive relationship. In such a relationship, both parties have learned to trust each other, both feel that their values and personalities are respected and accepted, both feel that the relationship is basically a balanced and equal one. While information is being exchanged on one level, the relationship and its emotional content is being developed silently underneath.

Barriers to a productive conference are:

- the teacher sitting behind a desk
- parents lined up waiting outside the room
- limiting the conference to only a few minutes
- providing only daytime choices

Building A Continuing Relationship

Reporting to parents about kindergarten screening is just the beginning. How parents feel about this first contact with teachers influences the emotional climate of future contacts. How much parents understand and how sensitive the teacher is to their needs and the needs of their child can make a big difference in the child's achievement throughout the years in school.

excerpted from: The Significance of Reporting to Parents by Heidi McGinley, Coordinator, School Volunteer Programs, Department of Educational and Cultural Services. The full text appears on page 70.

PURE TONE AUDIOMETRY PROCEDURE

Definition of Terms

Hearing Screening: Hearing screening is the process of dividing a population into two groups, one group having a high probability of no hearing loss and a second group which is at risk of hearing loss. It is the initial step in the continuum of services to the hearing impaired which includes screening, identification, medical treatment, audiologic planning and educational programming.

Pure Tone Screening: Pure tone screening audiometry is the preliminary check of hearing by means of pure tones of designated frequencies at stated intensity levels, in order to identify persons who may not have a significant degree of hearing loss and persons who may have a significant degree of hearing loss.

Calibration: Each audiometer is calibrated to adhere to an accepted standard. Recalibration involves returning a machine to a service center for adjustment in order to meet required standards. Calibration check is the quick objective measure of sound pressure output of the machine for the purpose of comparison with the standard.

Ambient Noise: Ambient noise is a level of sound that is present in a given room. This level can be measured and will fluctuate in intensity according to changes in the environment.

1. Equipment

a. A pure tone audiometer equipped with standard ear cushions is required equipment for testing of school age children.

b. Each audiometer must meet calibration standards. 1) An objective calibration check is required at least once a year. If the check demonstrates a need for recalibration, the audiometer must be sent to a service center. 2) The audiometer should be checked by a tester at the start of each testing by screening a person whose hearing level is known.

2. Screening Environment

Noise level should be checked at the start of each testing session.

a. The hearing screening room must be sufficiently quiet so environmental sound does not interfere with the screening procedure. A quiet classroom with no conversation would be estimated at 50 db. The ambient noise level is sufficiently low so that conversation can be carried out at a whispered level.

b. Any room in which electric appliances such as heating or cooling systems, fans, refrigerators or any room in close proximity to the boiler, locker rooms, toilets, or other sound-producing activity such as sports events or band practice will exceed 50 db ambient noise and is not suitable for screening.

c. Screening decibel level (db) must not be adjusted to allow for environmental noise.

3. Pure Tone Screening Standards

   a. Only individual screening is acceptable.

   b. Pure tone hearing screening is done at the frequencies of 500, 1000, 2000, 4000, 6000 or 8000 hz.

   c. Pure tone hearing screening is performed at 25 db.

4. Procedures - Pure Tone Screening

   a. First Screening

      1) Screener should make necessary adjustments in the environment prior to initiating pure tone hearing screening. The machine is also checked to determine apparent working order and accurate calibration.

      2) What is expected from child, such as raising hand or squeezing toy, must be clearly understood by the child prior to presentation of screening frequency.

      3) The screening level of 25 db is then presented.

      4) No response at a screened frequency in either or both ears is defined as Fail and a second screening is necessary. All questionable responses should be recorded as Fail and rescreened.

      5) If there is Fail at 6000 or 8000 hz. only, for either or both ears, reposition ear phones and rescreen. A second Fail is considered a true failure and referred for second screening.

Hirschberg/Corneal Light Reflex:

The Hirschberg test is an objective screening test for strabismus. Hold a pen flashlight at eye level, at approximately thirteen inches from the child. The reflection of the light is observed in each cornea of the child's eyes. If the light reflex is either in the middle of both pupils or very slightly toward the nasal side of each pupil, no gross strabismus is present. A deviated reflex in one eye indicates a problem and should be referred.

Visual Acuity:

Equipment: A Snellen chart that has been approved by the National Society to Prevent Blindness should be used.

For the child ages 4-6 years and for others who are illiterate, the Illiterate E should be used. For younger children, the chart designed for testing at 10' distance is recommended.

Setting Up: Place the chart on a light colored wall so that the 20/30 line is at eye level for the average child screened.

Measure the appropriate distance from the chart to the screening position, (10' or 20'). Place a tape or cut out a pair of footprints with heels at 10' or 20' mark. Assure that the chart is well illuminated (10 to 30 foot candles). This can be achieved by a self illuminating chart holder or two goose-neck lamps with 40 watt bulbs and metal shades placed two feet in front and one foot to either side of the chart. Make sure there is no glare, such as a window or electric light source within the field of fixation surrounding the Snellen chart.

Screening: Explain the procedure to the child. Younger children may need training to understand the chart and the response expected from them.

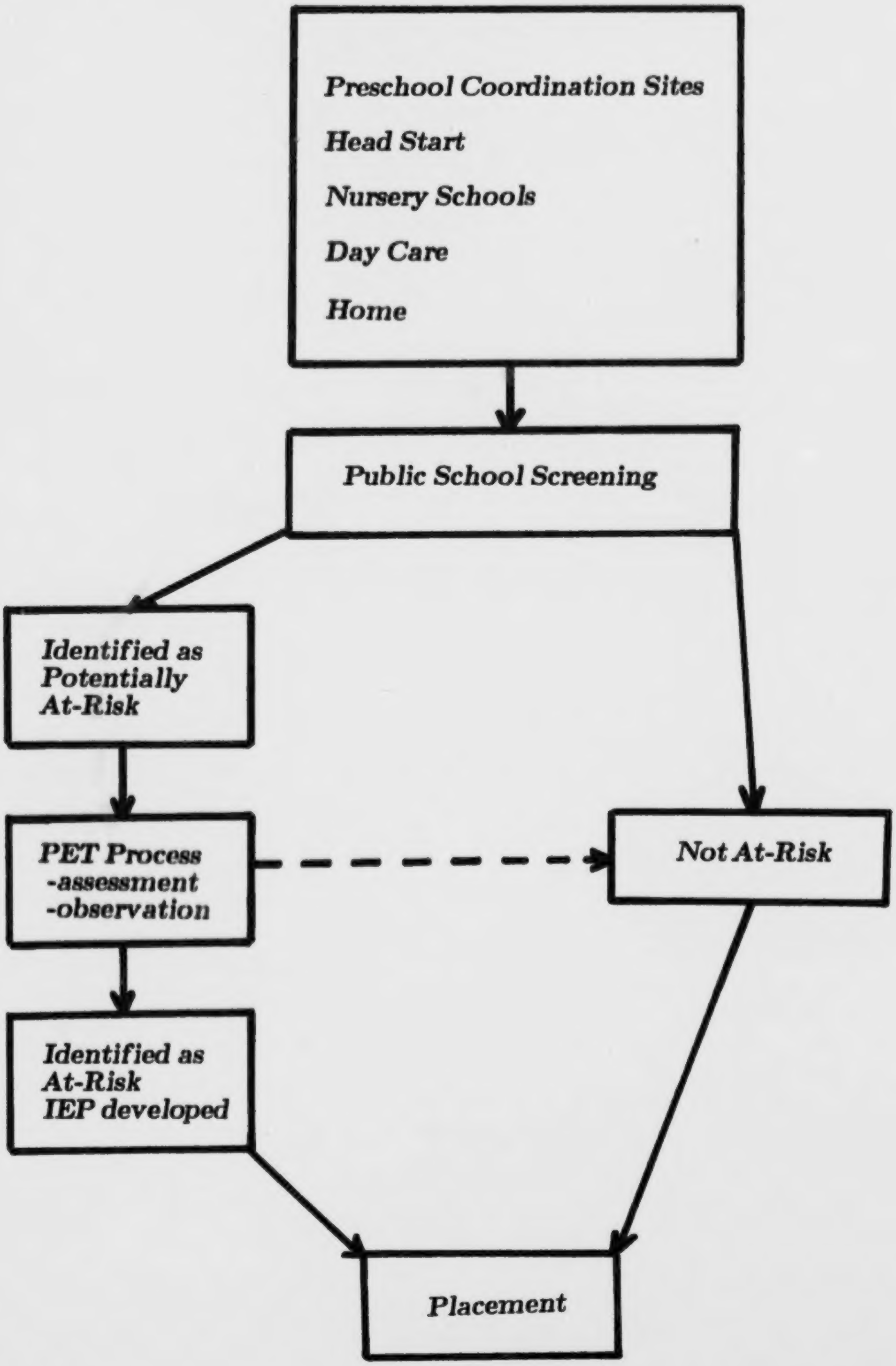
Place the child on the testing mark with heels touching the line or the heels of the footprint.

Individual cardboard occluders or paper cups should be available to test each eye separately. The occluder should be held lightly over the eye. If the child is young or unable, the screener should hold the occluder to cover the eye.

If child wears glasses, test with the glasses on. Test the right eye, then the left, then both eyes together.

Begin with the line above the critical line for the child's age. To pass a line, the child must see a majority (more than half) of all symbols on that line.

FLOW CHART


Preschool Coordination Sites
Head Start
Nursery Schools
Day Care
Home
Public School Screening
Identified as Potentially At-Risk
PET Process
-assessment
-observation
Identified as At-Risk IEP developed
Not At-Risk
Placement

INTRODUCTION TO MATRIX SECTION

The screening matrix is intended for use as a guide to choosing instruments appropriate for individual screening situations. The following instruments are a small sample of the dozens of available tools and were chosen for inclusion because of their popularity in Maine or nationally and/or their quality and comprehensiveness. Information about the instruments was gathered from a variety of sources (see references) including test publishers.

Because of the complexity of the data from test research, the column labelled "Reliability and Validity Data" is only an indication of research results and should not be interpreted as being conclusive. Before choosing any combination of instruments, it is important to carefully review research literature and examine screening resources available within the community such as the Preschool Coordination Sites (see information in appendix).

NAME	AUTHOR/ PUBLISHER	AGE RANGE	TIME TO ADMINISTER	AREAS ASSESSED	SCORING	RELIABILITY VALIDITY DATA	COMMENTS
Bankson Language Screening Test	N. Bankson/ Pro-Ed	4.0 to 7.0	25 minutes	Semantic knowledge Morphological rules Syntactic rules Visual perception Auditory perception Auditory comprehension Verbal ability	Area scores converted to percentile ranks	Adequate	Individual administration
Beery Developmental Test of Visual Motor Integration (V.M.I.)	K. Beery and N. Bukfenica Modern Curriculum Press	2 to 15 yrs.	15 to 20 minutes	Perceptual motor (Copy forms)	Yields age equivalents	Well Established	
Brigance Pre-School Screen	A.H. Brigance/ Curriculum Associates, Inc.	3.0 to 4.0	15 to 20 minutes	Fine motor Gross motor Visual motor Expressive language Receptive language Cognition	Summary area scores, overall score with cut-offs	Incomplete	Individual or group. Teacher and parent rating forms

NAME	AUTHOR/ PUBLISHER	AGE RANGE	TIME TO ADMINISTER	AREAS ASSESSED	SCORING	RELIABILITY VALIDITY DATA	COMMENTS
Brigance Kindergarten Screen	"	5.0	"	"	"	"	"
Comprehensive Identification (CIP)	R. Reid Zerbach/ Scholastic Testing Service	2.5 to 5.5	25 to 30 minutes	Cognitive verbal Fine motor Gross motor Receptive and expressive language Hearing Vision Behavior	Pass, re-screen, evaluate, or refer	Incomplete	Individual Parent Questionnaire
Cooperative Pre-School Inventory Revised Edition	B. Caldwell, J.H. Freund/CTB CTB/McGraw Hill	3.0 to 6.0	15 to 45 minutes	Basic vocabulary and concepts Visual motor Following directions Personal-social Sensory	Age percentile norms	Adequate	Individual
Denver Developmental Screening Test (DDST)	W.F. Frankenburg, J. Dodds, A. Fandal, E. Kazuk, M. Coors/DDM Inc.	2 weeks to 6.0	20 minutes	Fine motor Gross motor Expressive and receptive language Perceptual motor Reasoning Self-help	Developmental levels	Adequate	Individual Pre-screening parent questionnaire

NAME	AUTHOR/ PUBLISHER	AGE RANGE	TIME TO ADMINISTER	AREAS ASSESSED	SCORING	RELIABILITY VALIDITY DATA	COMMENTS
Developmental Activities Screening Inventory (DASI-R)	R. DuBose, M.B. Langley/Teaching Resources Corp.	0 to 5.0	20 to 45 minutes	Cognition Fine motor	Summary area scores,	Incomplete	Nonverbal, can be adapted for visually impaired and multi-handicapped individuals
Developmental Indicators for the Assessment of Learning, Revised (DIAL-R)	C. Mardell-Czudnowski, D. Goldenburg/ Childcraft Education Corporation	2.0 to 6.0	20 to 30 minutes	Fine motor Gross motor Cognition Expressive and receptive language Articulation	Scaled scores, functional level cut-off scores for each area	Well Established	Individual Parent questionnaire
Developmental Test of Visual Motor Integration	K.E. Beery, N.A. Buktenica/ Modern Press	2.0 to 8.0	15 to 20 minutes	Visual motor Integration (Copy forms)	Area score Developmental score	Adequate	Individual
Early Screening Inventory (ESI)	S.J. Meisels, M.S. Wiske/ Teachers College Press	4.0 to 6.0	15 to 20 minutes	Fine motor Gross motor Perceptual motor Cognition Expressive and receptive language Behavior	Total score with cut-offs for OK, Re-Screen, or refer	Well Established	Individual Parent Questionnaire

NAME	AUTHOR/ PUBLISHER	AGE RANGE	TIME TO ADMINISTER	AREAS ASSESSED	SCORING	RELIABILITY VALIDITY DATA	COMMENTS
Fluharty Pre-School Speech and Language Screening Test	N.B. Fluharty/ Teaching Resources	2.0 to 6.0	6 minutes	Vocabulary Articulation Syntax Sentence imitation	Developmental ages for each subtest	Incomplete	
Gesell School Readiness Screening Test	L.B. Ames, C.T. Haines, C. Gillespie, F.L. Ilg/Programs for Education	4.5 to 9.0	20 to 40 minutes	Interview Paper and pencil test Cube test Incomplete man Naming animals	Maturity ratings for each area	Incomplete	Individual Readiness Intended to determine developmental age rather than screen for special needs
House-Tree-Person	Goodenough	3 to 13 1/2	30 to 45 minutes	Visual motor	A developmental score	Well Established	
Lexington Developmental Scale-Short form	M.N. Ward, A.B. Greis/ United Cerebral Palsy of Bluegrass. Child Development Centers of Bluegrass	0 to 6.0	30 to 45 minutes	Fine motor Gross motor Cognition Expressive and receptive language Social-emotional	Developmental age and developmental quotient	Adequate	Individual
McCarthy Screening Test	D. McCarthy/ Psychological Corporation	4.0 to 6.5	20 minutes	Right-left orientation Coordination Auditory and visual memory	Non-diagnostic. Yields satisfactory performance or needs further assessment	Adequate	Individual Items from McCarthy Scales of Children's Abilities Can complete MSCA for further assess

NAME	AUTHOR/ PUBLISHER	AGE RANGE	TIME TO ADMINISTER	AREAS ASSESSED	SCORING	RELIABILITY VALIDITY DATA	COMMENTS
Miller Assessment for Pre-Schoolers	L.J. Miller/ American Guidance Service	2.9 to 5.8	20 to 30 minutes	Fine motor Gross motor Oral motor Expressive and receptive language Neurological items Perception Memory Complex tasks	Individual items scores Subscores Percentile ranks Cut-offs for *within normal limits*, *monitor*, *needs further assessment*	Well Established	Individual Procedures for clinical observation during screening
Minneapolis Pre-School Screening Instrument	R. Lichtenstein Minneapolis Public Schools	3.7 to 5.4	15 minutes	Fine motor Gross motor Perceptual motor Expressive and receptive language Cognition Behavior	Indicates *pass* or *refer*	Well Established	Individual Includes many readiness tasks
Motor Activity Scale-Revised	Margot Heiniger/ Early Prevention of School Failure	5 yr. olds	10 to 15 minutes	Fine motor Gross motor Perceptual motor	Point scale	Test is reviewed every 3 yrs. for validity	Developed to be used as part of complete Early Prevention of School Failure battery

NAME	AUTHOR/ PUBLISHER	AGE RANGE	TIME TO ADMINISTER	AREAS ASSESSED	SCORING	RELIABILITY VALIDITY DATA	COMMENTS
Peabody Picture Vocabulary Test	Dunn and Dunn/ American Guidance Service	2.5 to Adult	10 to 20 minutes	Vocabulary	Raw scores converted to age-based norms (percentile ranks and age equivalents)	Adequate	Individual Revised version has new pictures and scoring
Pre-School Language Scale	Luceille Werner and Early Prevention of School Failure Staff	3 1/2 to 7	35 minutes	Visual-vocal integration Vocabulary Auditory response Integrative auditory memory Discriminative visual-auditory memory Norms for individual subtests are provided for chronological age	Point scale	Test is reviewed every 3 years for validity	Developed to be used as part of complete Early Prevention of School Failure battery
Pre-School Language Scale-Revised Edition	I.L. Zimmerman, V.G. Steiner, R.E. Pond/ The Psychological Corporation	2.0 to 6.0	20 minutes	Auditory comprehension Verbal ability	Area scores converted to age scores	Adequate	Individual
Pre-School Screening System	P. Hainsworth M. Hainsworth/ Early Recognition Intervention Network (ERIN)	2.6 to 5.9	15 to 20 minutes	Body awareness and control Visual perceptual motor Language Quantity Shape Recognition	Area scores, total scores	Incomplete	Individual Parental questionnaire with 3 area profiles

NAME	AUTHOR/ PUBLISHER	AGE RANGE	TIME TO ADMINISTER	AREAS ASSESSED	SCORING	RELIABILITY VALIDITY DATA	COMMENTS
Riley Motor Problems Inventory	G. Riley/ Western Psychological Services	4.0 plus	5 to 10 minutes	Fine motor Laterality Gross motor	Item scores	Incomplete	Individual Includes general observations
Test of Early Language Development	W.P. Hresko, D.K. Reid, D.D. Hammill/ Pro-Ed Inc.	3.0 to 7.11	15 minutes	Syntax Phonology Morphology Word and concept knowledge	Language percentiles language quotients	Well Established	Individual
Visco Child Development Screening Test	S.J. Visco C.R. Visco/ Educational Activities Inc.	3.0 to 7.0	25 to 30 minutes	Fine motor Gross motor Visual and perceptual motor Expressive and receptive language Language processing Number	Total score with cut-offs, sub-test scores, separate score for processing	Well Established	Individual Based on theories of Piaget and Osgood

INSTRUMENTS / ADDRESSES / COST

Bankson Language Screening Test, Pro-Ed, 5341 Industrial Oaks Blvd; Austin, Texas 78735. $38.00 per complete kit (manual and 25 scoring sheets).

Brigance Pre-School and Kindergarten Screen, Curriculum Associates, 5 Esquire Road, North Billerica, MA 01862-2589. $48.00 per complete kit.

Comprehensive Identification Process (CIP), Scholastic Testing Service, Inc., Bensenville, Illinois 60106-8056. $90.00 per complete screening kit (includes all materials and forms for 35 children).

Cooperative Pre-School Inventory-Revised Edition, CTB/McGraw Hill, Hightstown/Princeton Rd., Hightstown, N.J. 08520. $25.00 (approx).

Denver Developmental Screening Test (DDST), DDM, Inc., P.O. Box 20037, Denver, Colorado 80220-0037. $37.00 per kit (materials, manuals, workbook, 100 test forms).

Developmental Activities Screening Inventory (DASI-R), Teaching Resources Corp., 50 Pond Park Road, Hingham, MA 02043. $99.00 per complete set.

Developmental Indicators for the Assessment of Learning-Revised. (DIAL-R), Childcraft Education Corporation, 20 Kilmer Rd., P.O. Box 3081, Edison, N.J. 08818-3081. $169.95 per kit complete materials for 50 children.

Developmental Test of Visual Motor Integration, Modern Curriculum Press, 13900 Prospect Road, Cleveland, OH 44136-329. $25.00 (approx).

Early Screening Inventory, Teachers College Press, P.O. Box 1540, Hagerstown, MD. $39.95 per kit (manual, screening, materials, 30 score sheets, 30 parent questionnaires).

Fluharty Pre-School Speech and Language Test, Teaching Resources, 50 Pond Park Road, Hingham, MA 02043. $26.00 per 100.

Gesell School Readiness Test. Programs for Education, Inc., Dept W 83, 82 Park Avenue, Flemington, NJ 08822-437. $88.95 complete materials.

House-Tree-Person, The Psychological Corporation, 5 Sampson Street, Saddlebrook, N.J. 07662. $13.25 for kit, $10.50 for 25 tests.

Lexington Developmental Scale-Short Form, Child Development Centers of Bluegrass, Inc., P.O. Box 8003-465, Springhill Drive, Lexington, KY 40503.

McCarthy Screening Test, Psychological Corporation, 5 Sampson Street, Saddlebrook, N.J. 07662. $98.00 complete set (materials, manual, 25 record forms, 25 drawing booklets, carrying case).

Miller Assessment for Pre-Schoolers, American Guidance Service, Publishers Building, P.O. Box 99, Circle Pines, MN 55014-1769. $295.00 complete, materials for 30 children.

Minneapolis Pre-School Screening Instrument, Minneapolis Public Schools, Planning, Development and Evaluation, Minneapolis, MN 55413. $35.00 test kit (materials, 1 pkg 30 response forms).

Motor Activity Scale - Revised, Luceille Werner, Early Prevention of School Failure, 114 No. Second St., Peotone, Ill. 60468. Locally, information can be obtained from the Maine Center for Educational Services, 223 Main St., Auburn, ME 04210. $3.00

Peabody Picture Vocabulary Test, American Guidance Service, Publishers Building, P.O. Box 99, Circle Pines, MN 55014-1769. $35.75 per kit.

Pre-School Language Scale, Luceille Werner, Early Prevention of School Failure, 114 No. Second St., Peotone, Ill. 60468. Locally, information can be obtained from the Maine Center for Educational Services, 223, Main St., Auburn, ME 04210. $75.00

Pre-School Language Scale-Revised Edition, The Psychological Corporation, Harcourt, Brace Jovanovich, Inc., Order Service Center, P.O. Box 9954, San Antonio, Texas 78204-0954. $49.00 per starter kit (picture book manual and 25 record forms).

Pre-School Screening System, Early Recognition Intervention Network (ERIN), P.O. Box 1635, Pawtucket, RI 02862-982. $52.00 per 100.

Riley Motor Problems Inventory, Western Psychological Services, 12031 Wilshire Blvd., Los Angeles, CA 90025-100. $25.00 per 100 (approx).

Test of Early Language Development, Pro-Ed, Inc., 5341 Industrial Oaks Blvd., Austin, Texas 78735. $38.00 complete kit.

Visco Child Development Screening Test (Childs-Test). Educational Activities, Inc., P.O. Box 392, Freeport, N.Y. 11520. All materials for 20 children, $49.00.

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Mitchell, James V., Jr. (Ed), The Ninth Mental Measurements Yearbook. Lincoln, Nebraska. The Buros Institute of Mental Measurements. 1985.

THE READINESS ISSUE

Screening instruments are designed to provide a brief overview of a child's development in the areas of fine motor, gross motor, cognition, receptive and expressive language, as well as vision and hearing status. Federal law PL 94-142 mandates that schools use these instruments to identify those children who may need more in-depth diagnosis to determine if they have special needs. Screening instruments examine a child's potential for acquiring skills and identify children who may be "at risk." It is important that these screening instruments are statistically reliable and valid. (See Sections VII and VIII)

While these screening instruments are reliable and valid, they are academically oriented. In addition, many professionals view readiness as the child's social and emotional adaptability to a school environment. Those who subscribe to this developmental point of view often provide extra-time alternatives based on the use of additional instruments and information.

Recently there has been a flood of information pursuing the pros and cons of programs which build in extra time for students via early kindergartens and/or transitional programs. Those who speak against these programs point to the greater need for developmentally appropriate early childhood curriculum and practices, suggesting that such modifications would be more equitable and respectful of individual needs. Spokespeople favoring extra time alternatives concur with the need for developmentally appropriate curriculum and practices. Basically, they fall into two categories. First, there are those who believe that there will always be a need for some students to have extra time regardless of the appropriateness of the curriculum. Secondly, there are those who see extra time as a necessary step to build in safeguards for students for an interim period while appropriate curriculum is being developed.

Whatever the orientation, there is agreement that in order to implement developmentally-appropriate curriculum, several conditions are vital; small class size*, early childhood training and assistance for teachers who want to be process oriented. An excellent resource for curriculum planners is the position statement of the National Association for the Education of Young Children. (see appendix)

* 15-18 students in kindergarten
18-22 in grades one, two and three

PLACEMENT MODELS

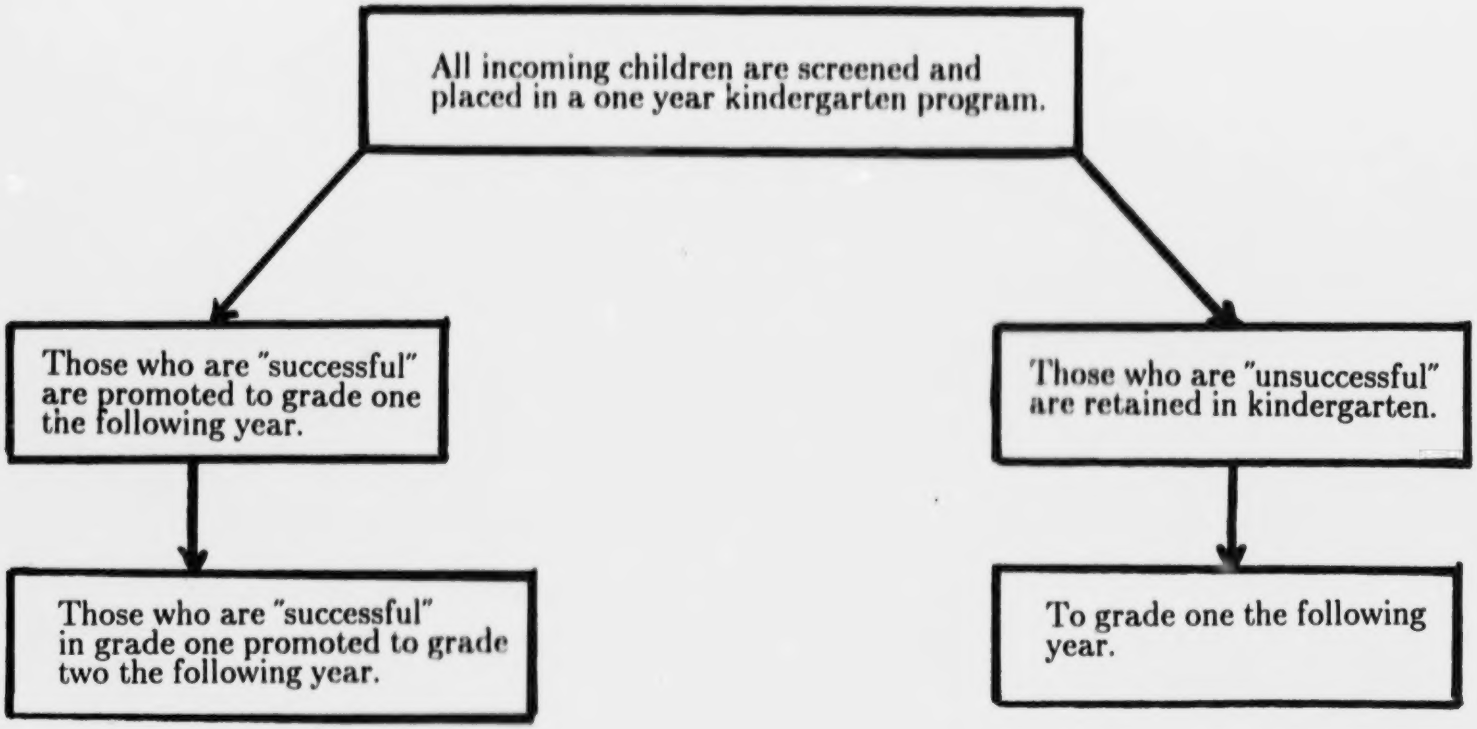
The intent of screening is to determine which children need further assessment. Children who receive further screening and are identified as high risk are referred to the Pupil Evaluation Team for placement and program planning. In addition, local districts use the screening process to:

1. develop or modify curriculum once the needs of all incoming children have been identified;
2. help determine placement when alternate programs are offered.

More in-depth assessment of individuals should be an integral part of the school year. Observation, portfolios of student drawings, writings and anecdotal records can be considered in addition to the more traditional method of assessment--standardized testing. All of these approaches can provide the teacher valuable, longitudinal information for curriculum planning based on student needs. Curriculum should stimulate learning in all the developmental areas: Personal, social, physical, emotional and intellectual.

Placement options are described on the following pages.

IN A TRADITIONAL ONE-YEAR KINDERGARTEN MODEL



All incoming children are screened and placed in a one year kindergarten program.

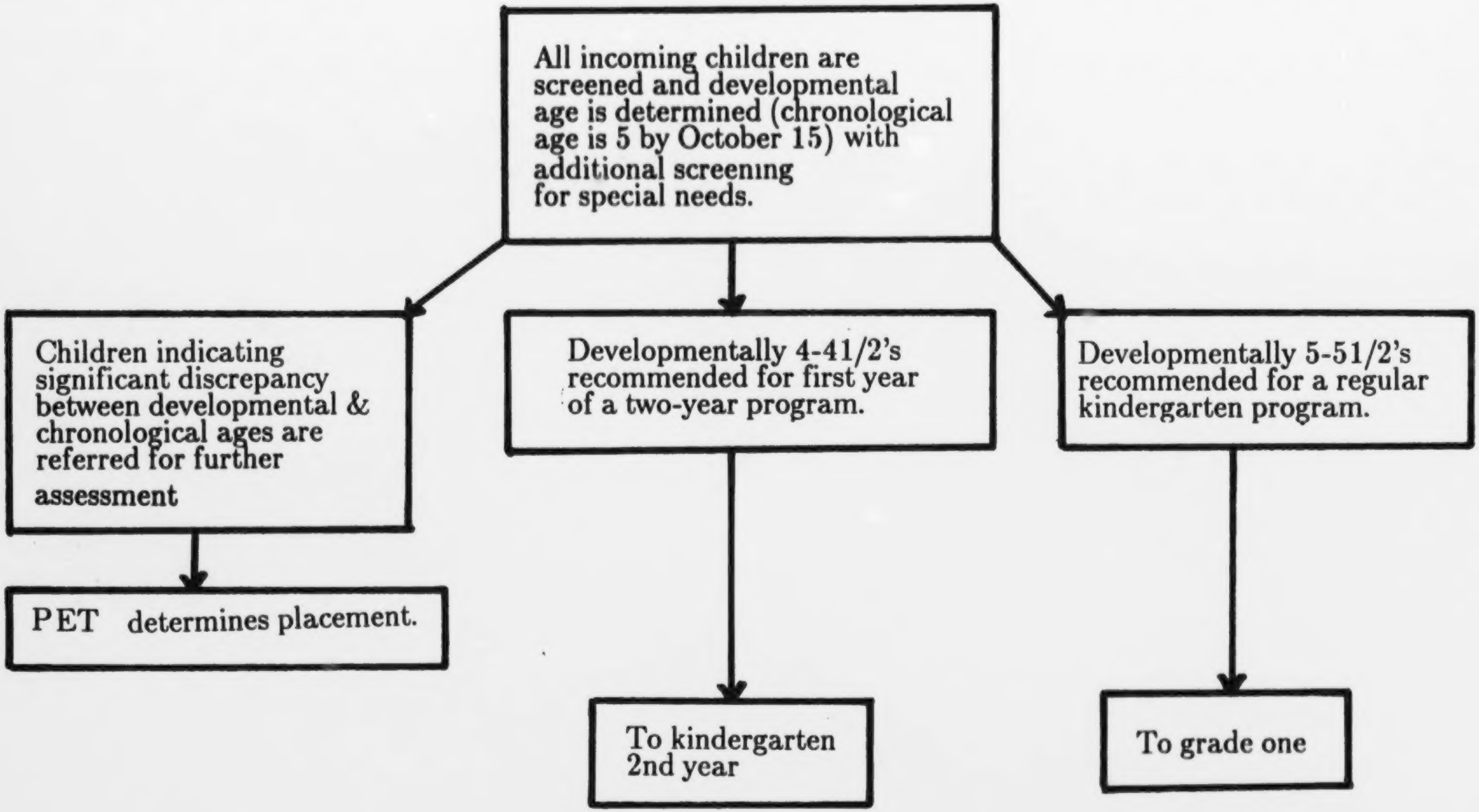
Those who are "successful" are promoted to grade one the following year.

Those who are "successful" in grade one promoted to grade two the following year.

Those who are "unsuccessful" are retained in kindergarten.

To grade one the following year.

IN A DEVELOPMENTAL PLACEMENT MODEL



All incoming children are screened and developmental age is determined (chronological age is 5 by October 15) with additional screening for special needs.

Children indicating significant discrepancy between developmental & chronological ages are referred for further assessment

PET determines placement.

Developmentally 4-41/2's recommended for first year of a two-year program.

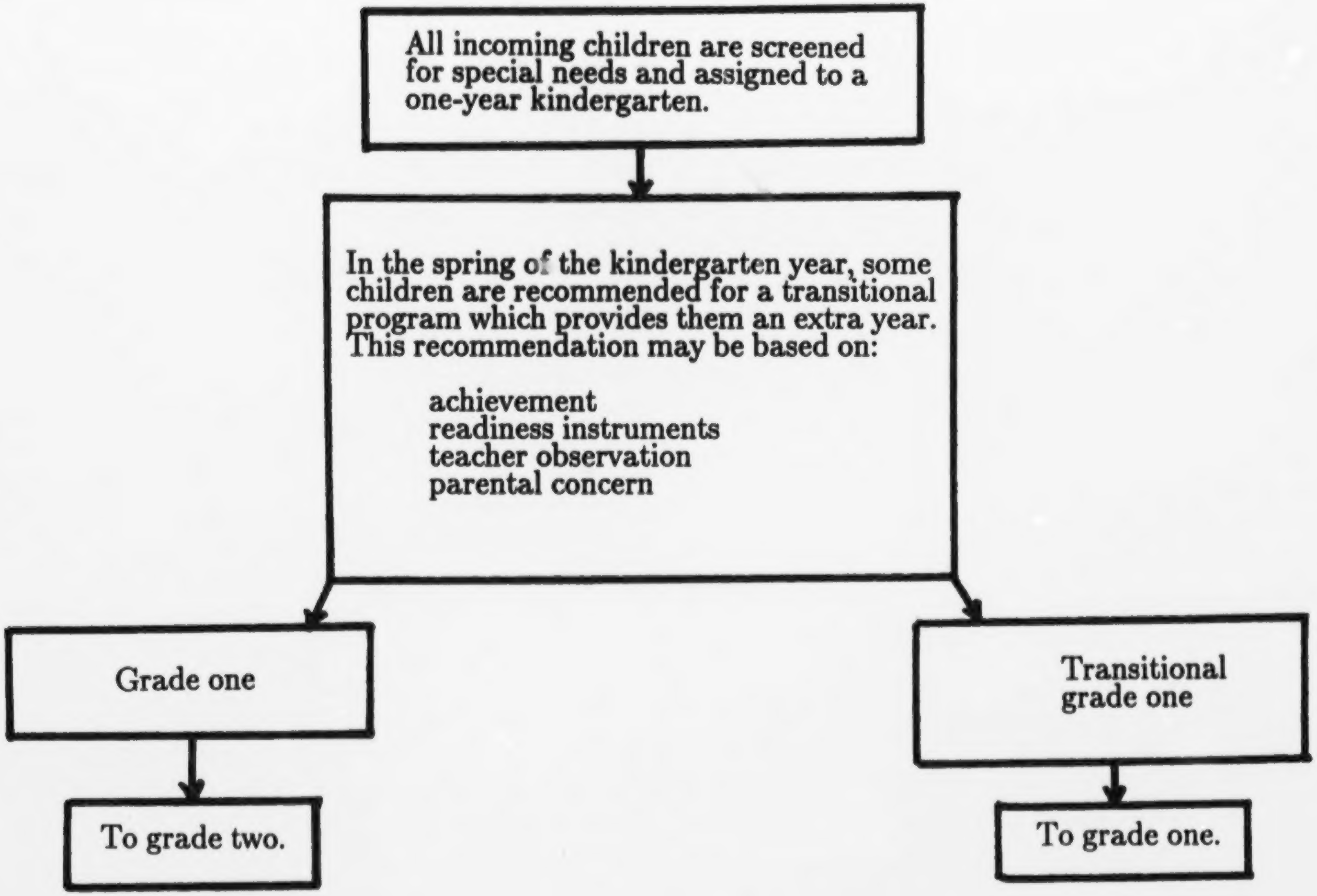
To kindergarten 2nd year

Developmentally 5-51/2's recommended for a regular kindergarten program.

To grade one

In this model, a child who is developmentally young is provided an extra year of school before starting in the usual continuum of grades. An Early Kindergarten program the first year is followed by a kindergarten program the second year.

IN A TRANSITIONAL GRADE ONE MODEL



All incoming children are screened for special needs and assigned to a one-year kindergarten.

In the spring of the kindergarten year, some children are recommended for a transitional program which provides them an extra year. This recommendation may be based on:

achievement
readiness instruments
teacher observation
parental concern

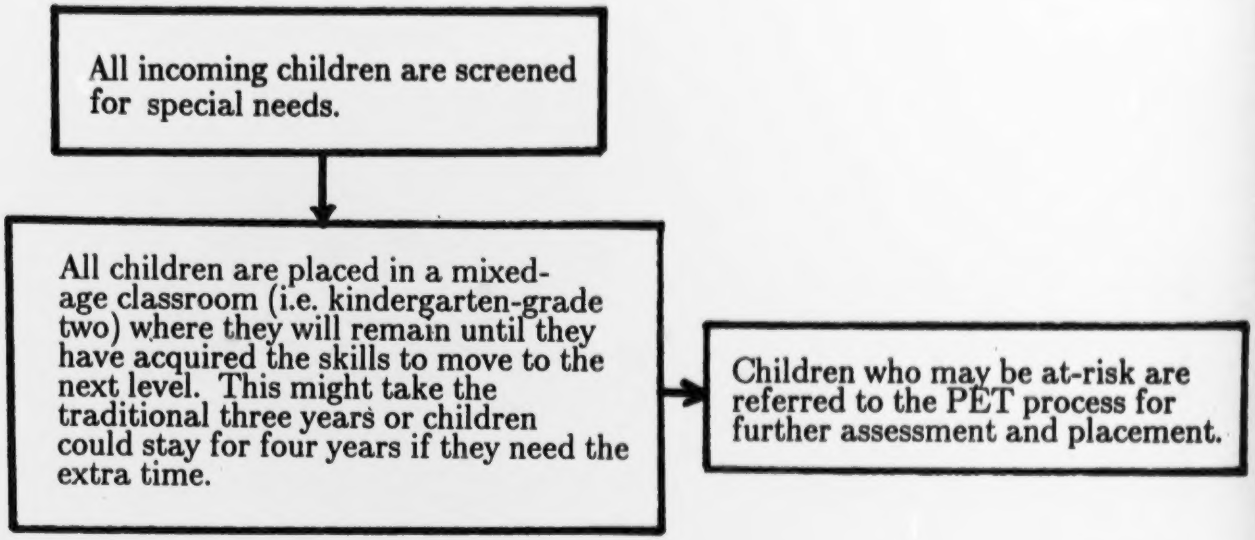
Grade one

To grade two.

Transitional grade one

To grade one.

IN A NON-GRADED MODEL



All incoming children are screened for special needs.

All children are placed in a mixed-age classroom (i.e. kindergarten-grade two) where they will remain until they have acquired the skills to move to the next level. This might take the traditional three years or children could stay for four years if they need the extra time.

Children who may be at-risk are referred to the PET process for further assessment and placement.

Each year, some of the children would move to the next level and some new children would begin. Children could remain with the same teacher for several years.

CURRICULUM PLANNING FOR THE PRIMARY GRADES

By Maizie Argondizza and Jenifer Van Deusen-Henkel
Early Elementary Consultants

INTRODUCTION

In recent years, education in the primary grades has become the focus of renewed interest. An ever-increasing body of research supports the premise that young children learn best through direct involvement with concrete objects, people and ideas. The process of learning is complex. It occurs as children make sense of the world around them.

The work of such educational giants as Maria Montessori and Jean Piaget has contributed richness, depth and substance to the understanding of how young children learn. However, in the last decade the "back to basics" movement has ignored that understanding. Children in kindergarten through grade three have been subjected to increasing amounts of formal instruction in academic skills, although there is little or no evidence to justify this emphasis.

In light of this information it is incumbent upon us to examine our programs for "developmental appropriateness," and to re-design those that are incongruent with the current research.

DEVELOPMENTAL APPROPRIATENESS

The National Association for the Education of Young Children defines "developmental appropriateness" as a concept that has two dimensions, age-appropriateness and individual appropriateness:

Age appropriateness: Human development research indicates that there are universal, predictable sequences of growth and change that occur in children during the first nine years of life. These predictable changes occur in all domains of development—physical, emotional, social and cognitive. Knowledge of typical development of children within the age span served by the program provides a framework from which teachers prepare the learning environment and plan appropriate experiences.

Individual appropriateness: Each child is a unique person with an individual pattern and timing of growth, as well as individual personality, learning style and family background. Both the curriculum and adults' interactions with children should be responsive to individual differences. Learning in young children is the result of interaction between the child's thoughts and experiences and materials, ideas and people. These experiences should match their interest and understanding. (NAEYC Position Paper, 1986)

These two dimensions provide the cornerstone for planning developmentally appropriate curriculum. In practice this means using what is known about child development to plan programs and prepare the environment, and then blending that with the particular needs and interests of each student in the class.

Curriculum planning for developmentally appropriate classrooms involves aligning teaching strategies with the ways children learn. Much of children's learning occurs informally in the course of what may be viewed as play. Often, play is not seen as a vehicle for learning because adults may have come to view play as frivolous. But in play, children have the responsibility of defining their own tasks and directing their own learning. Creativity and involvement are the real keys to the understanding of concepts and the development of skills. The teacher's job is to structure the environment and activities in such a way that they support and challenge learning. It may appear that we are suggesting a looser structure than is usually seen in the traditional classroom. In fact, this approach requires more planning, structure and control on the part of the teacher.

Knowledge about child development in general and specific understanding of individual growth patterns provide the teacher with the necessary foundation for designing the learning environment and planning a meaningful curriculum.

The first step in planning better educational programs is finding out about the children with whom teachers will be working. All school districts in Maine are required to "screen" incoming kindergarteners. "Screening" is briefly assessing students to determine if they have potential learning problems or handicapping conditions. Identifying potential disabilities as early as possible allows for the planning and implementation of programs designed to correct or minimize the problem. If the screening process indicates a possible problem, the child is then referred to the Pupil Evaluation Team for more in-depth testing. Information gained from screening can be used to tailor programs to meet the children's particular needs.

CURRICULUM PLANNING

Several complex issues face the educator planning curriculum for the early elementary grades. These include 1) what should be included in the curriculum; 2) how to cover everything in the limited time available; 3) what teaching strategies should be used; 4) what materials should be used; and, 5) how to accommodate the wide range of developmental levels present in any group of young children.

What should be included in the curriculum? The curriculum areas that need to be addressed in the primary grades include all the basic subjects, planned to provide maximun opportunity for the development of skills, concepts and positive attitudes. In *First Lessons* (1984), Secretary of Education Bennett states:

•Every elementary school can and must teach all its students to read.

•Children should learn that writing is more than filling in the blanks. Writing must be part of the whole curriculum, not just language arts.

•Elementary schools need to teach science...(which) should include "hands-on activities..."

- Mathematics should extend beyond simple computation and should emphasize problem solving.
- The social studies curriculum should be transformed. Schools should teach children not only the basic lessons and habits of life in democratic societies, but also impart to them (concepts) in history, geography and civic, beginning at the earliest ages.
- Children should gain a basic grasp of the uses and limitations of computers.
- Elementary curricula should include health and physical education.
- Every school should have a library, and every child should have and use a public library card.

Designing the specific goals and/or objectives for these subject areas should be a group effort by the primary (K-3) teachers, with careful consideration given to two related areas: a) developmentally-appropriate expectations for the ages and levels of the students, and b) provision for continuous progress from grade level to grade level.

How can the teacher cover everything in the limited time available?

Early elementary teachers have always been faced with the pressure of being responsible "to teach everything to everyone." Conscientious teachers have tried to deal with this pressure by tight scheduling of discrete time blocks for each subject, yet they usually remain frustrated with this solution. However, many teachers have long known what research is now proving: that children in the early grades need no distinction between subject areas or disciplines. Learning at this age is interrelated with physical, emotional, social and cognitive growth. As children mature physically, their abilities to think and act increase. They may enhance their learning of mathematical concepts through music, extend their knowledge about reading stories through movement and further develop their abilities in writing through art.

Curriculum planning for the early grades can honor this fact by integrating the subject areas. This may be done in a number of ways. One method of integration involves planning the curriculum around themes that are selected (by the children or by the teacher) because they are relevant and interesting. For example, the children may be interested in the ocean because their family lives revolve around fishing. All of their reading, writing, math, science and social studies work may be centered in the ocean theme. Another approach is to plan the curriculum around learning areas from which the children plan and select their activities. In the room may be a fully-equipped publishing center, complete with materials for writing, illustrating, typing and binding student-made books; a science area stocked with animals and plants for observation, and books to study; and other similar areas. Students learn to read as they do science, and write as they work together. Both these approaches acknowledge the interrelatedness of learning in the full range of subject areas, and begin to provide time for "everybody to learn everything" in the time allotted.

What teaching strategies should be used? For a long time teachers have felt that they are not doing their jobs unless they have planned a specific activity that involves giving the students information through lecturing or written practice. In addition, early elementary teachers who gave children opportunities to interact directly with concrete materials had to face suspicions that "all the children do is play." We now know that young children learn by doing. The best primary teachers act more as facilitators of the learning process than as instructors. They use what they know about children to prepare the best possible environment for learning, with materials and activities designed to challenge the children. They then carefully observe the children and provide them with new experiences as the children become ready. The skillful early educator also knows how to provide instruction when small or large groups need it, and how to keep those groups fluid and changing so that everyone is learning at his or her optimum level. Responsibility for learning becomes a group responsibility, with the teacher accountable for the orchestration of materials, people and experiences that are the raw materials of education.

What materials should be used? Concrete materials and real experiences are the ideal foundation for developmentally appropriate classrooms. Books, puzzles, animals, games, typewriters, paints, blocks, recordings and mementos of field trips are examples of what may be found in a well-stocked early elementary classroom. Children learn through active exploration of their environment and interaction with people and ideas that are relevant to their own lives. For too long we have viewed learning exclusively as memorization, believing that by drilling children on rote facts we were teaching them what they needed to know. Workbooks, dittos and flashcards were the main materials used, with the teacher telling the children what to do and when to do it. In fact, what young children need is to develop the understanding of concepts that help them to make sense of their world (Kamii, 1985). Children are motivated to learn when they are presented with real, meaningful tasks instead of abstract pieces of information that have little if any direct applicability.

For example, for a long time we have operated on the assumption that if children were taught the elements of writing in separate parts they would be able at some point to put it all together and compose. What we have ended up with is people who may know bits about what it means to write, but are not motivated, and so become "a-literate." In other words, they can write, but don't want to. When children are offered opportunities to write as a means of self-expression and communication, and they see the teacher writing with them, they not only learn to write, but want to, and will. Similarly, we have traditionally operated on the assumption that to read involved assimilating rules and that reading meant being able to decode words. We know that reading is a process of constructing meaning from text (Commission on Reading, 1985). It is no longer enough to simply teach the pieces, we must focus more on the process and must plan for that in the curriculum.

How can the teacher accommodate the wide range of developmental levels present in any group of young children? Because children develop at different rates in different areas, each group of children (even of the same chronological age) will represent a wide range of developmental levels and academic readiness and achievement. If children are expected to conform to a narrowly defined predetermined set of behaviors and objectives, their growth and development will be hampered. Behavior problems and frustration result from inappropriate expectations. However, if all children are valued as unique individuals with their own strengths and needs, a flexible curriculum can be developed that will accommodate this wide range. A carefully prepared environment structured by a teacher knowledgeable in levels of development, readiness and learning style allows children to function at their individual optimum levels. When children are allowed to initiate their own learning plans, they naturally adapt the task to suit their need for challenges. The teacher structures the environment to translate the curriculum objectives to the child's plans. Learning centers or stations are an ideal way to implement this concept.

CRITICAL QUESTIONS

Here are some critical questions for districts to consider when developing or revising curriculum for primary students:

- Since curriculum development is a learning process, what kinds of inservice activities would planners need before making decisions appropriate for young children? Examples include: visits to good early elementary programs, conferences, discussions with other teachers, consultant services (state and university sources, journals, Information Exchange, etc.)
- How well do the goals and/or objectives of the content area match the reality of how children learn?
- Do the activities planned reflect the best current practice based on the research of how young children learn?
- What types of staff development programs do teachers need to carry out the planned activities?
- What parent and community education is needed to increase understanding of the programs, goals and/or objectives, and activities? How will this be provided?
- How will the program's effectiveness be evaluated?
- What assessment should be used to provide information necessary for further program planning and refinement?

PROGRAM ORGANIZATION

Recognizing that children develop at different rates, many districts continue to explore program organization options for the earliest grades. One option is the multigraded approach in which children of more than one grade level work together with one teacher. Within the varying developmental levels is a wider range of skills that are not neatly compartmentalized. One added benefit of the multigraded approach is that children have more opportunities to learn from one another than are offered in the traditional single grade.

Similarly, in a nongraded approach, the curriculum is viewed more as a block of concept attainments than as a block of time. Children work in the primary unit until they have developed the skills and understanding and maturity to move on. Progress through the curriculum can become continuous rather than "lockstep," which is more in keeping with how children learn and develop. Both multi- and non-graded approaches allow for a wide range of groups (both homogeneous and heterogeneous), where cooperative learning can be employed.

There are other relatively new practices in Maine that address maturation in another way. One is the establishment of a two-year kindergarten. Those children who are chronologically five by October 15, but developmentally six to twelve months younger, are provided with an "Early K" program before the kindergarten grade. Another practice is to enroll all children in kindergarten and then consider an extra year prior to grade one for those who are developmentally young. Both these programs provide an extra year of growth and development to ensure success for those who need extra time.

TEACHER QUALIFICATIONS

Directly related to the feasibility of developmentally appropriate programs are the qualifications of the people responsible for the implementation of the programs. Success as an early elementary educator is often directly related to educational background and experience. Additional training in child development is vital to the teacher who "moves down" from the upper elementary grades to the primary.

PARENT AND COMMUNITY RELATIONS

Without supportive and informed parents and community members, even the best-planned and implemented early elementary programs cannot operate at their full potential. Parents and interested community members should be encouraged to participate in the development of curricula and programs, for they often bring to the school a fresh perspective, and gain much from the process. Opening the school doors to parent volunteers and/or visitors encourages the parents to share their own expertise and become equal partners with the school in the joint effort to educate their children.

SUMMARY

Early elementary education is beginning to receive the recognition and attention it has long deserved. Historically, programs for young children mirrored the industrial society of which they were a part. In the "common schools," children were treated like products to be manufactured. They were expected to sit in rows, memorize specific facts from instruction and speak only when spoken to. Prior to the turn of the century there was a change in how children were viewed. They began to be thought of as plants that needed nurturing. This tilled the educational field for the advent of Froebel's Kindergarten Movement. These "gardens for children" were designed with an emphasis on "creative self-activity." Children learned by manipulating real objects, with the intent that this would serve as a model for the primary grades. In this country, the kindergarten program took on a different meaning, with the major emphasis on teacher-directed activities. By the turn of the century, an American primary student "sat quietly and manipulated objects as the teacher directed" (Weber, p. 8). Then, in the 1920's, the followers of the John Dewey introduced a "work-play period," which allowed the children to choose their own materials for learning and to interact freely with one another. These programs were planned to provide young children with opportunities to develop their cognitive, social, emotional and physical abilities. It was hoped that the elementary schools would follow the example of designing environments and activities to meet the students' needs and interests.

It is interesting that we are just beginning to hear the words of these educational visionaries and begin to implement them in our classrooms. Educators are beginning to realize that effective programs for children in the earliest years can have a significant impact on their later personal and intellectual development and social contributions (Schweinhart and Weikart, 1985). The new emphasis on the process aspects of the curriculum enables teachers to "match" their instruction to the developmental levels of their students (Piaget, 1972, Graves, 1985, and Holdaway, 1985). It also stimulates us continually to renew our own skills in order to meet the challenges of today's primary classrooms.

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PART 5

NAEYC Position Statement on Developmentally Appropriate Practice in Programs for 4- and 5-Year-Olds

Background information

In the mid 1980s, a great deal of public attention has focused on the quality of our nation's educational system. Early childhood education programs for 4- and 5-year-old children have become the focus of some controversy. Various issues are under debate, including the length of program day for this age group, the effect of various forms of sponsorship, and the nature of the curriculum.

Curriculum issues are of particular concern to early childhood educators in light of the increasingly widespread demand for use of inappropriate formal teaching techniques for young children, over-emphasis on achievement of narrowly defined academic skills, and increased reliance on psychometric tests to determine enrollment and retention in programs.

These trends are primarily the result of misconceptions about how young children learn (Elkind, 1986). In many cases, concerned adults, who want children to succeed, apply adult education standards to the curriculum for young children and pressure early childhood programs to demonstrate that children are "really learning." Many programs respond by emphasizing academic skill development with paper-and-pencil activities that are developmentally inappropriate for young children.

The National Association for the Education of Young Children (NAEYC), the nation's largest professional association of early childhood educators, believes that high quality, developmentally appropriate programs should be available for all 4- and 5-year-old children. NAEYC believes that quality is not determined by the length of the program day or by the sponsorship, although these factors can affect quality. NAEYC believes that a major determinant of the quality of an early childhood program is the degree to which the program is developmentally appropriate. This position statement describes both appropriate practices and inappropriate practices in early childhood programs. These beliefs about appropriate practice are supported by a growing body of both laboratory and clinical classroom research and theory. This statement is intended for use by teachers, parents, school administrators, policy makers, and others who provide educational programs for 4- and 5-year-olds.

Position Statement

How young children learn

Young children learn by doing. The work of Piaget (1950, 1972), Montessori (1964), Erikson (1950), and other child development theorists and researchers (Elkind, 1986; Kamii, 1985) has demonstrated that learning is a complex process that results from the interaction of children's own thinking and their experiences in the external world. Maturation is an important contributor to learning because it provides a framework from which children's learning proceeds. As children get older, they acquire new skills and experiences that facilitate the learning process. For example, as children grow physically, they are more able to manipulate and explore their own environment. Also, as children mature, they are more able to understand the point of view of other people.

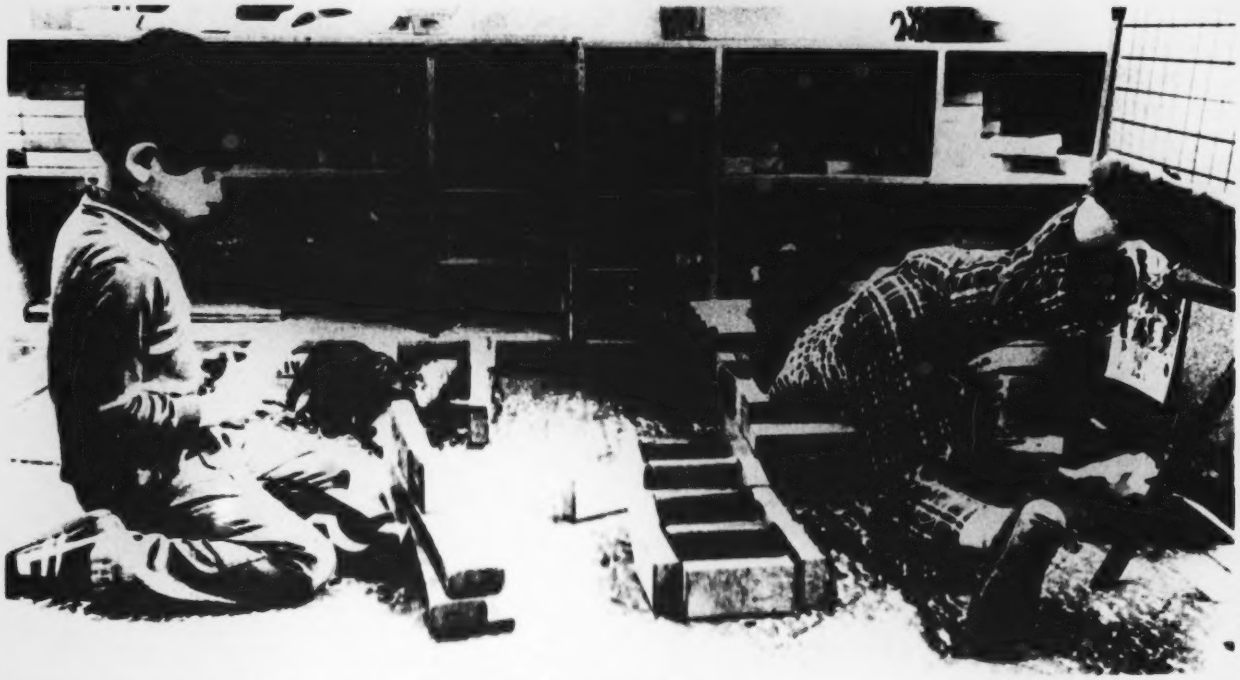
Knowledge is not something that is given to children as though they were empty vessels to be filled. Children acquire knowledge about the physical and social worlds in which they live through playful interaction with objects and people. Children do not need to be forced to learn; they are motivated by their own desire to make sense of their world.

How to teach young children

How young children learn should determine how teachers of young children teach. The word *teach* tends to imply *telling* or *giving information*. But the correct way to teach young children is not to lecture or verbally instruct them. Teachers of young children are more like guides or facilitators (Forman & Kuschner, 1983; Lay-Dopyera & Dopyera, 1986; Piaget, 1972). They prepare the environment so that it provides stimulating, challenging materials and activities for children. Then, teachers closely observe to see what children understand and pose additional challenges to push their thinking further.

Rich Rosenkoetter

For children to fully understand and remember what they have learned, whether it is related to reading, mathematics, or other subject matter areas, the information must be meaningful to the child in context of the child's experience and development.



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Children work individually or in small, informal groups most of the time.

Subjects & Predicates

Interactions and activities are designed to develop children's self-esteem and positive feelings toward learning.

It is possible to drill children until they can correctly recite pieces of information such as the alphabet or the numerals from 1 to 20. However, children's responses to rote tasks do not reflect real understanding of the information. For children to understand fully and remember what they have learned, whether it is related to reading, mathematics, or other subject matter areas, the information must be meaningful to the child in context of the child's experience and development.

Learning information in meaningful context is not only essential for children's understanding and development of concepts, but is also important for stimulating motivation in children. If learning is relevant for children, they are more likely to persist with a task and to be motivated to learn more.

Developmentally appropriate practice for 4- and 5-year-olds

Developmentally appropriate teaching strategies are based on knowledge of how young children learn. Curriculum derives from many sources such as the knowledge base of various disciplines, society, culture, and parents' desires. The degree to which both teaching strategies and the curriculum are developmentally appropriate is a major determinant of program quality. Developmentally appropriate programs are both age appropriate and individually appropriate; that is, the program is designed for the age group served and implemented with attention to the needs and differences of the individual children enrolled.

Because people develop concepts from both positive and negative examples, the components of a program for 4- and 5-year-olds are described here both in terms of what is appropriate and what is *not* appropriate practice. These components overlap considerably and have been identified here for purposes of clarity only.

Marietta Lynch

Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly.

Integrated Components of
APPROPRIATE and INAPPROPRIATE Practice for
4- AND 5-YEAR-OLD CHILDREN

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Curriculum goals	• Experiences are provided that meet children's needs and stimulate learning in all developmental areas—physical, social, emotional, and intellectual.	• Experiences are narrowly focused on the child's intellectual development without recognition that all areas of a child's development are interrelated.
	• Each child is viewed as a unique person with an individual pattern and timing of growth and development. The curriculum and adults' interaction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design appropriate activities.	• Children are evaluated only against a predetermined measure, such as a standardized group norm or adult standard of behavior. All are expected to perform the same tasks and achieve the same narrowly defined, easily measured skills.
	• Interactions and activities are designed to develop children's self-esteem and positive feelings toward learning.	• Children's worth is measured by how well they conform to rigid expectations and perform on standardized tests.
Teaching strategies	• Teachers prepare the environment for children to learn through active exploration and interaction with adults, other children, and materials.	• Teachers use highly structured, teacher-directed lessons almost exclusively.
	• Children select many of their own activities from among a variety of learning areas the teacher prepares, including dramatic play, blocks, science, math, games and puzzles, books, recordings, art, and music.	• The teacher directs all the activity, deciding what children will do and when. The teacher does most of the activity for the children, such as cutting shapes, performing steps in an experiment.
	• Children are expected to be physically and mentally active. Children choose from among activities the teacher has set up or the children spontaneously initiate.	• Children are expected to sit down, watch, be quiet, and listen, or do paper-and-pencil tasks for inappropriately long periods of time. A major portion of time is spent passively sitting, listening, and waiting.
	• Children work individually or in small, informal groups most of the time.	• Large group, teacher-directed instruction is used most of the time.
	• Children are provided concrete learning activities with materials and people relevant to their own life experiences.	• Workbooks, ditto sheets, flashcards, and other similarly structured abstract materials dominate the curriculum.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Teaching strategies (*continued*)	• Teachers move among groups and individuals to facilitate children's involvement with materials and activities by asking questions, offering suggestions, or adding more complex materials or ideas to a situation.	• Teachers dominate the environment by talking to the whole group most of the time and telling children what to do.
	• Teachers accept that there is often more than one right answer. Teachers recognize that children learn from self-directed problem solving and experimentation.	• Children are expected to respond correctly with one right answer. Rote memorization and drill are emphasized.
Guidance of social-emotional development	• Teachers facilitate the development of self-control in children by using positive guidance techniques such as modeling and encouraging expected behavior, redirecting children to a more acceptable activity, and setting clear limits. Teachers' expectations match and respect children's developing capabilities.	• Teachers spend a great deal of time enforcing rules, punishing unacceptable behavior, demeaning children who misbehave, making children sit and be quiet, or refereeing disagreements.
	• Children are provided many opportunities to develop social skills such as cooperating, helping, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of these positive social skills at all times.	• Children work individually at desks or tables most of the time or listen to teacher directions in the total group. Teachers intervene to resolve disputes or enforce classroom rules and schedules.
Language development and literacy	• Children are provided many opportunities to see how reading and writing are useful before they are instructed in letter names, sounds, and word identification. Basic skills develop when they are meaningful to children. An abundance of these types of activities is provided to develop language and literacy through meaningful experience: listening to and reading stories and poems; taking field trips; dictating stories; seeing classroom charts and other print in use; participating in dramatic play and other experiences requiring communication; talking informally with other children and adults; and experimenting with writing by drawing, copying, and inventing their own spelling.	• Reading and writing instruction stresses isolated skill development such as recognizing single letters, reciting the alphabet, singing the alphabet song, coloring within predefined lines, or being instructed in correct formation of letters on a printed line.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Cognitive development	• Children develop understanding of concepts about themselves, others, and the world around them through observation, interacting with people and real objects, and seeking solutions to concrete problems. Learnings about math, science, social studies, health, and other content areas are all integrated through meaningful activities such as those when children build with blocks; measure sand, water, or ingredients for cooking; observe changes in the environment; work with wood and tools; sort objects for a purpose; explore animals, plants, water, wheels and gears; sing and listen to music from various cultures; and draw, paint, and work with clay. Routines are followed that help children keep themselves healthy and safe.	• Instruction stresses isolated skill development through memorization and rote, such as counting, circling an item on a worksheet, memorizing facts, watching demonstrations, drilling with flashcards, or looking at maps. Children's cognitive development is seen as fragmented in content areas such as math, science, or social studies, and times are set aside to concentrate on each area.
Physical development	• Children have daily opportunities to use large muscles, including running, jumping, and balancing. Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely and loudly.	• Opportunity for large muscle activity is limited. Outdoor time is limited because it is viewed as interfering with instructional time or, if provided, is viewed as recess (a way to get children to use up excess energy), rather than an integral part of children's learning environment.
	• Children have daily opportunities to develop small muscles skills through play activities such as pegboards, puzzles, painting, cutting, and other similar activities.	• Small motor activity is limited to writing with pencils, or coloring predrawn forms, or similar structured lessons.
Aesthetic development	• Children have daily opportunities for aesthetic expression and appreciation through art and music. Children experiment and enjoy various forms of music. A variety of art media are available for creative expression, such as easel and finger painting and clay.	• Art and music are provided only when time permits. Art consists of coloring predrawn forms, copying an adult-made model of a product, or following other adult-prescribed directions.
Motivation	• Children's natural curiosity and desire to make sense of their world are used to motivate them to become involved in learning activities.	• Children are required to participate in all activities to obtain the teacher's approval, to obtain extrinsic rewards like stickers or privileges, or to avoid punishment.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Parent-teacher relations	• Teachers work in partnership with parents, communicating regularly to build mutual understanding and greater consistency for children.	• Teachers communicate with parents only about problems or conflicts. Parents view teachers as experts and feel isolated from their child's experiences.
Assessment of children	• Decisions that have a major impact on children (such as enrollment, retention, assignment to remedial classes) are based primarily on information obtained from observations by teachers and parents, not on the basis of a single test score. Developmental assessment of children's progress and achievement is used to plan curriculum, identify children with special needs, communicate with parents, and evaluate the program's effectiveness.	• Psychometric tests are used as the sole criterion to prohibit entrance to the program or to recommend that children be retained or placed in remedial classrooms.
Program entry	• In public schools, there is a place for every child of legal entry age, regardless of the developmental level of the child. No public school program should deny access to children on the basis of results of screening or other arbitrary determinations of the child's lack of readiness. The educational system adjusts to the developmental needs and levels of the children it serves; children are not expected to adapt to an inappropriate system.	• Eligible-age children are denied entry to kindergarten or retained in kindergarten because they are judged not ready on the basis of inappropriate and inflexible expectations.
Teacher qualifications	• Teachers are qualified to work with 4- and 5-year-olds through college-level preparation in Early Childhood Education or Child Development and supervised experience with this age group.	• Teachers with no specialized training or supervised experience working with 4- and 5-year-olds are viewed as qualified because they are state certified, regardless of the level of certification.
Staffing	• The group size and ratio of teachers to children is limited to enable individualized and age-appropriate programming. Four- and 5-year-olds are in groups of no more than 20 children with 2 adults.	• Because older children can function reasonably well in large groups, it is assumed that group size and number of adults can be the same for 4- and 5-year-olds as for elementary grades.

Joann Bush

Children are provided many opportunities to see how reading and writing are useful before they are instructed in letter names, sounds, and word identification.

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PART 7

NAEYC Position Statement on Developmentally Appropriate Practice in the Primary Grades Serving 5- Through 8-Year-Olds

The current trend toward critical examination of our nation's educational system has recently included concerns about the quality of education provided in elementary schools (Bennett, 1986; Office of Educational Research and Improvement, 1986). Concerns have been raised because, in response to calls for "back to basics" and improved standardized test scores, many elementary schools have narrowed the curriculum and adopted instructional approaches that are incompatible with current knowledge about how young children learn and develop. Specifically, rote learning of academic skills is often emphasized rather than active, experiential learning in a meaningful context. As a result, many children are being taught academic skills but are not learning to apply those skills in context and are not developing more complex thinking skills like conceptualizing and problem solving (Bennett, 1986).

The National Association for the Education of Young Children (NAEYC), the nation's largest organization of early childhood educators, defines early childhood as the years from birth through age 8. NAEYC believes that one index of the quality of primary education is the extent to which the curriculum and instructional methods are developmentally appropriate for children 5 through 8 years of age. The purpose of this position statement is to describe both developmentally appropriate and inappropriate practices in the primary grades. This position statement reflects the most current knowledge of teaching and learning as derived from theory, research, and practice. This statement is intended for use by teachers, parents, school administrators, policymakers, and others who make decisions about primary grade educational programs. (NAEYC's Position Statement on Developmentally Appropriate Practice in Programs for 4- and 5-Year-Olds specifically defines appropriate practices for prekindergarten and kindergarten programs pp. 51–59.)

Background information

Classrooms serving primary-age children are typically part of larger institutions and complex educational systems with many levels of administration and supervision. Classroom teachers may have little control over the curriculum or policies they implement. However, ensuring developmentally appropriate practice in primary education requires the efforts of the entire group of educators who are responsible for planning and implementing curriculum—teachers, curriculum supervisors, principals, and superintendants. At the same time, ensuring developmentally appropriate practice is the professional obligation of each individual educator. No professional should abdicate this responsibility in the absence of mutual understanding and support of colleagues or supervisors. This position statement is intended to support the current appropriate practices of many primary-grade programs and to help guide the decisions of administrators so that developmentally appropriate practices for primary-age children become more widely accepted, supported, and followed.

Curriculum derives from several sources: the child, the content, and the society. The curriculum in early childhood programs is typically a balance of child-centered and content-centered curriculum. For example, good preschools present rich content in a curriculum that is almost entirely child-centered. As children progress into the primary grades, the emphasis on content gradually expands as determined by the school, the local community, and the society. The challenge for curriculum planners and teachers is to ensure that the content of the curriculum is taught so as to take optimum advantage of the child's natural abilities, interests, and enthusiasm for learning.

Development and learning in primary-age children

Integrated development and learning

In order to provide developmentally appropriate primary education, it is essential to understand the development that typically occurs during this period of life and to understand how 5- through 8-year-old children learn. We can then derive principles of appropriate practice for primary-age children. One of the most important premises of human development is that all domains of development—physical, social, emotional, and cognitive—are integrated. Development in one dimension influences and is influenced by development in other dimensions. This premise is violated when schools place a great emphasis on the cognitive domain while minimizing other aspects of children's development. Because development cannot be neatly separated into parts, failure to attend to all aspects of an individual child's development is often the root cause of a child's failure in school. For example, when a child lacks social skills and is neglected or rejected by peers, her or his ability to work cooperatively in a school setting is impaired. As interest lags, the child's learning may also be impaired, and she or he may become truant or eventually drop out (Burton, 1987). *The relevant principle of instruction is that teachers of young children must always be cognizant of "the whole child."*

Children's learning, like development, is integrated during the early years. One of the major pressures on elementary teachers has always been the need to "cover the curriculum." Frequently, they have tried to do so by tightly scheduling discrete time segments for each subject. This approach ignores the fact that young children do not need to distinguish learning by subject area. For example, they extend their knowledge of reading and writing when they work on social studies projects; they learn mathematical concepts through music and physical education (Van Deusen-Henkel & Argondizza, 1987). *The relevant principle of instruction is that throughout the primary grades the curriculum should be integrated* (Katz & Chard, in press).

Integration of curriculum is accomplished in several ways. The curriculum may be planned around themes that are selected by the children or by the teacher based on the children's interests. For example, children may be interested in the ocean because they live near it. Children may work on projects related to the ocean during which they do reading, writing, math, science, social studies, art, and music. Such projects involve sustained, cooperative effort and involvement over several days and perhaps weeks.

Integrated curriculum may also be facilitated by providing learning areas in which children plan and select their activities. For example, the classroom may include "a fully-equipped publishing center, complete with materials for writing, illustrating, typing, and binding student-made books; a science area with animals and plants for observation, and books to study; and other similar areas" (Van Deusen-Henkel & Argondizza, 1987). In such a classroom, children learn reading as they discover information about science; they learn writing as they work together on interesting projects. Such classrooms also provide opportunities for spontaneous play, recognizing that primary-age children continue to learn in all areas through unstructured play—either alone or with other children.

Physical development

During the primary years, children's physical growth tends to slow down as compared to the extremely rapid physical growth that occurred during the first 5 years of life. Children gain greater control over their bodies and are able to sit and attend for longer periods of time. However, primary-age children are far from mature physically and need to be active. Primary-grade children are more fatigued by long periods of sitting than by running, jumping, or bicycling. Physical action is essential for these children to refine their developing skills, like batting a ball, skipping rope, or balancing on a beam. Expressing their newly acquired physical power and control also enhances their self-esteem.

Physical activity is vital for children's cognitive growth as well. When presented with an abstract concept, children need physical actions to help them grasp the concept in much the same way that adults need vivid examples and illustrations to grasp unfamiliar concepts. But unlike adults, primary-age children are almost totally dependent on first-hand experiences. *Therefore, an important principle of practice for primary-age children is that they should be engaged in active, rather than passive, activities* (Katz & Chard, in press). For example, children should manipulate real objects and learn through hands-on, direct experiences rather than be expected to sit and listen for extended periods of time.

Cognitive development

The learning patterns of primary-age children are greatly affected by the gradual shift from preoperational to concrete operational thought, a major dimension of cognitive development during these years (Piaget, 1952; Piaget & Inhelder, 1969). Between 6 and 9 years of age, children begin to acquire the mental ability to think about and solve problems in their heads because they can then manipulate objects symbolically—no longer always having to touch or move them. This is a major cognitive achievement for children that extends their ability to solve problems. Despite this change in approach to cognitive tasks, however, primary-age children are still not capable of thinking and problem solving in the same way as adults. While they can symbolically or mentally manipulate objects, it will be some time before they can mentally manipu-

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Provide opportunities for 5- to 8-year-olds to do real things and to write, read, and play in relation to the learning activity.

late symbols to, for example, solve mathematical problems such as missing addends or to grasp algebra. For this reason, primary-age children still need real things to think about. Accordingly, while children can use symbols such as words and numbers to represent objects and relations, they still need concrete reference points. *Therefore, a principle of practice for primary-age children is that the curriculum provide many developmentally appropriate materials for children to explore and think about and opportunities for interaction and communication with other children and adults. Similarly, the content of the curriculum must be relevant, engaging, and meaningful to the children themselves* (Katz & Chard, in press).

Young children construct their own knowledge from experience. In schools employing appropriate practices, young children are provided with many challenging opportunities to use and develop the thinking skills they bring with them and to identify and solve problems that interest them. In addition, appropriate schools recognize that some thinking skills, such as understanding mathematical place value and "borrowing" in subtraction, are beyond the cognitive capacity of children who are developing concrete operational thinking and so do *not* introduce these skills to most children until they are 8 or 9 years of age (Kamii, 1985).

Children in the stage of concrete operations typically attain other skills that have important implications for schooling (Elkind, 1981). Among these is the ability to take another person's point of view, which vastly expands the child's communication skills. Primary-age children can engage in interactive conversations with adults as well as with other children and can use the power of verbal communication, including joking and teasing. Research demonstrates that engaging in conversation strengthens children's abilities to communicate, express themselves, and reason (Nelson, 1985; Wells, 1983; Wilkinson, 1984). Research also indicates that adults can help prolong and expand children's conversations by making appropriate comments (Blank, 1985). *Therefore, relevant principles of practice are that primary-age children be provided opportunities to work in small groups on projects that "provide rich content for conversation" and that teachers facilitate discussion among children by making comments and soliciting children's opinions and ideas* (Katz & Chard, in press).

Social-emotional and moral development

Children of primary-grade age are becoming intensely interested in peers. Establishing productive, positive social and working relationships with other children close to their age provides the foundation for developing a sense of social competence. Recent research provides powerful evidence that children who fail to develop minimal social competence and are rejected or neglected by their peers are at significant risk to drop out of school, to become delinquent, and to experience mental health problems in adulthood (Asher, Hymel, & Renshaw, 1984; Asher, Renshaw, & Hymel, 1982; Cowen, Pederson, Babigian, Izzo, & Trost, 1973; Gronlund & Holmlund, 1985; Parker & Asher, 1986). Research also demonstrates that adult intervention and coaching can help children develop better peer relationships (Asher & Williams, 1987; Burton, 1987). *The relevant principle of practice is that teachers recognize the importance of developing positive peer group relationships and provide opportunities and support for cooperative small group projects that not only develop cognitive ability but promote peer interaction.*

The ability to work and relate effectively with peers is only one dimension of the major social-emotional developmental task of the early school years—the development of a sense of competence. Erikson (1963) describes this major developmental challenge as the child's struggle between developing a sense of industry or feelings of inferiority. *To develop this sense of industry or a sense of competence, primary-age children need to acquire the knowledge and skills recognized by our culture as important, foremost among which are the abilities to read and write and to calculate numerically.* If children do not succeed in acquiring the competence needed to function in the world, they develop a sense of inferiority or inadequacy that may seriously inhibit future performance. The urge to master the skills of esteemed adults and older children is as powerful as the urge to stand and walk is for 1-year-olds. Yet when expectations exceed children's capabilities and children are pressured to acquire skills too far beyond their ability, their motivation to learn as well as their self-esteem may be impaired. A major cause of negative self-image for children this age is failure to succeed in school, for instance failing to learn to read "on schedule" or being assigned to the lowest ability math group.

At about age 6, most children begin to internalize moral rules of behavior and thus acquire a conscience. Children's behavior often shows that they find it difficult to live with and by their new self-monitoring and that they need adults' assistance. *Teachers and parents need to help children accept their conscience and achieve self-control.* In appropriate classrooms, teachers use positive guidance techniques, such as modeling and logical consequences, to help children learn appropriate behavior, rather than punishing, criticizing, or comparing children. In addition, teachers involve children in establishing and enforcing the few, basic rules necessary for congenial group living. Sensitive teachers ask children what they think of their work or behavior. The teacher points out how pleased the child must feel when a goal is accomplished. If achievement is lacking, the teacher empathizes with a child's feelings and solicits her or his ideas as to how to improve the situation.

Children at this age also begin to make more accurate judgments about what is true and false and to rigidly apply their newfound understanding of rules (Elkind, 1981). Their newly formed consciences are often excessively strict. For example, they may treat every little mistake as a major crime, deserving of terrible punishment. Adults help children assess mistakes realistically and find ways of correcting them. Children's developing consciences especially insist on fairness and adherence to rules. They closely observe adult infractions so it is very helpful for adults to be fair and obey rules. Sensitive teachers appeal to children's respect for fairness and rules when it comes to their interactions with others or when it is necessary to deny their requests, for example, "If I allow you to do that, I would be unfair to the others and you couldn't trust that, some other time, I wouldn't also be unfair to you" (Furman, 1980, 1987a, 1987b).

Despite their increased independence and developing consciences, 5-, 6-, 7-, and even 8-year-old children still need supervision and the support of trusted adults. As a result, children in this age group should not be expected to supervise themselves in school or after school for extended periods of time. Teachers and parents provide opportunities for children to develop independence and assume responsibility but should not expect primary-age children to display adult levels of self-control.

Individual differences and appropriate practices

Knowledge of age-appropriate expectations is one dimension of developmentally appropriate practice, but equally important is knowledge of what is individually appropriate for the specific children in a classroom. Although universal and predictable sequences of human development appear to exist, a major premise of developmentally appropriate practice is that each child is unique and has an individual pattern and timing of growth, as well as individual personality, learning style, and family background. Children's sense of self-worth derives in large part from their experiences within the family. When children enter school, their self-esteem comes to include the school's opinion of their family. When children sense that teachers respect and value their families, and respect the particular cultural patterns by which their family lives, their own sense of self-esteem and competence is enhanced. It is developmentally appropriate to view parents as integral partners in the educational process. Teachers should communicate frequently and respectfully with parents and welcome them into the classroom. Teachers need to recognize that cultural variety is the American norm and that children's abilities are most easily demonstrated through familiar cultural forms (Hilliard, 1986).

Enormous variance exists in the timing of individual development that is within the normal range. Developmentally appropriate schools are flexible in their expectations about when and how children will acquire certain competencies. Recognition of individual differences dictates that a variety of teaching methods be used (Durkin, 1980; Katz & Chard, in press). Because children's backgrounds, experiences, socialization, and learning styles are so different, any one method is likely to succeed with some children and fail with others. *The principle of practice is that the younger the children and the more diverse their backgrounds, the*

wider the variety of teaching methods and materials required **(Durkin, 1980; Katz & Chard, in press; Katz, Raths, & Torres, undated).**

Developmentally appropriate schools are also flexible in how they group children. Rigid adherence to chronological age/grade groupings or ability groupings is inappropriate. For this reason, some schools provide ungraded primary or several alternatives such as 2- or 3-year combination classrooms of 5-, 6-, and 7-year-olds or 6-, 7-, and 8-year-olds. Some schools recognize that many 8-year-olds are developmentally more like 9- and 10-year-olds and others more like 6- or 7-year-olds. Such combination classrooms or ungraded primary schools provide a vehicle for preserving heterogeneous groups while also providing more time for children to develop at their own pace and acquire early literacy and mathematical skills.

Most children have individual, personal interests and needs just as adults do. Most children are motivated to learn by an intense desire to make sense out of their world and to achieve the competencies desired by the culture. Children are learning all the time although they may not be learning the prescribed curriculum presented by the teacher (Elkind, 1981). For example, some children learn quickly that they are not smart (in the eyes of their teacher) or that their ideas are unimportant; other children learn that they are not effective group members. The learning that takes place in the primary grades far exceeds the knowledge and skills designated in the written curriculum. Research (Covington, 1984; Stipek, 1984) shows that unless they have a physical disability or illness or have been abused, preschool and kindergarten children are optimistic about their own powers and arrive at school confident that they will achieve. They are developing and acquiring skills so rapidly that they naturally assume that what they cannot do today will be possible tomorrow (Hills, 1986). As children get older, they begin to understand the limits of their own abilities and they also become more aware of social comparison. In the normal course of development, children compare themselves to others favorably and unfavorably. This information becomes part of their self-concept and can affect their motivation for activity. For example, children learn whether they are better at science or art or baseball and such learning influences life decisions. *Unfortunately, when schools unduly rely on competition and comparison among children, they hasten the process of children's own social comparison, lessen children's optimism about their own abilities and school in general, and stifle motivation to learn* (Hills, 1986).

During the early years, children are not only learning knowledge and skills, they are acquiring dispositions toward learning and school that could last a lifetime (Elkind, 1987; Gottfried, 1983; Katz, 1985; Katz & Chard, in press). Dispositions are "relatively enduring habits of mind and action, or tendencies to respond to events or situations," for example, curiosity, humor, or helpfulness (Katz & Chard, in press). *Longitudinal research indicates that curriculum and teaching methods should be designed so that children not only acquire knowledge and skills, but they also acquire the disposition or inclination to use them.* Compelling evidence exists asserting that overemphasis on mastery of narrowly defined reading and arithmetic skills and excessive drill and practice of skills that have been mastered threaten children's dispositions to use the skills they have acquired (Dweck, 1986; Katz & Chard, in press; Schweinhart, Weikart, & Larner, 1986; Walberg, 1984). It is as important for children to acquire the desire to read during the primary grades as it is for them to acquire the mechanics of reading. Similarly, it is as important for children to want to apply math to solve problems as it is for them to know their math facts.

The primary grades hold the potential for starting children on a course of lifelong learning. Whether schools achieve this potential for children is largely dependent on the degree to which teachers adopt principles of developmentally appropriate practice. The principles of practice described here have historical roots that include Dewey's progressive education (Biber, Murphy, Woodcock, & Black, 1942; Dewey, 1899), and the open education movement of the 1960s (Barth, 1972; Weber, 1971). Although the principles are similar in many instances to principles espoused by both those movements, this position statement does not advocate a return to practices of the past but rather builds on previous experience and reflects the knowledge acquired in the interim. Theory and research regarding effective curriculum and instruction have increased enormously in recent years and have contributed to our greater understanding of the teaching/learning process. This position statement reflects the most current knowledge of teaching and learning as derived from theory, research, and practice.

The components of a primary grade educational program are described here both in terms of what is appropriate, or ideals to strive for, and what is inappropriate because people develop concepts from exposure to both positive and negative examples. While it is true that most elementary schools and classrooms exhibit some characteristics described here as inappropriate, many schools and classrooms incorporate elements of appropriate practice while many others are models of what is deemed professionally appropriate. (Integrated program components overlap considerably and are identified here separately for purposes of clarity only.)

INTEGRATED COMPONENTS OF APPROPRIATE AND INAPPROPRIATE PRACTICE IN *THE PRIMARY GRADES*

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Curriculum goals	• Curriculum is designed to develop children's knowledge and skills in all developmental areas—physical, social, emotional, and intellectual—and to help children learn how to learn—to establish a foundation for lifelong learning.	• Curriculum is narrowly focused on the intellectual domain with intellectual development narrowly defined as acquisition of discrete, technical academic skills, without recognition that all areas of children's development are interrelated.
	• Curriculum and instruction are designed to develop children's self-esteem, sense of competence, and positive feelings toward learning.	• Children's worth is measured by how well they conform to group expectations, such as their ability to read at grade level and their performance on standardized tests.
	• Each child is viewed as a unique person with an individual pattern and timing of growth. Curriculum and instruction are responsive to individual differences in ability and interests. Different levels of ability, development, and learning styles are expected, accepted, and used to design curriculum. Children are allowed to move at their own pace in acquiring important skills including those of writing, reading, spelling, math, social studies, science, art, music, health, and physical activity. For example, it is accepted that not every child will learn how to read at age 6; most will learn to read by 7; and some will need intensive exposure to appropriate literacy experiences to learn to read by age 8 or 9.	• Children are evaluated against a standardized group norm. All are expected to achieve the same narrowly defined, easily measured academic skills by the same predetermined time schedule typically determined by chronological age and grade level expectations.
Teaching strategies	• The curriculum is integrated so that children's learning in all traditional subject areas occurs primarily through projects and learning centers that teachers plan and that reflect children's interests and suggestions. Teachers guide children's involvement in projects and enrich the learning experience by extending children's ideas, responding to their questions, engaging them in conversation, and challenging their thinking.	• Curriculum is divided into separate subjects and time is carefully allotted for each with primary emphasis given each day to reading and secondary emphasis to math. Other subjects such as social studies, science, and health are covered if time permits. Art, music, and physical education are taught only once a week and only by teachers who are specialists in those areas.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Teaching strategies *(continued)*	• The curriculum is integrated so that learning occurs primarily through projects, learning centers, and playful activities that reflect current interests of children. For example, a social studies project such as building and operating a store or a science project such as furnishing and caring for an aquarium provide focused opportunities for children to plan, dictate, and/or write their plans (using invented and teacher-taught spelling), to draw and write about their activity, to discuss what they are doing, to read nonfiction books for needed information, to work cooperatively with other children, to learn facts in a meaningful context, and to enjoy learning. Skills are taught as needed to accomplish projects.	• Instructional strategies revolve around teacher-directed reading groups that take up most of every morning, lecturing to the whole group, total class discussion, and paper-and-pencil practice exercises or worksheets to be completed silently by children working individually at desks. Projects, learning centers, play, and outdoor time are seen as embellishments and are only offered if time permits or as reward for good behavior.
	• Teachers use much of their planning time to prepare the environment so children can learn through active involvement with each other, with adults and older children serving as informal tutors, and with materials. Many learning centers are available for children to choose from. Many centers include opportunities for writing and reading, for example a tempting library area for browsing through books, reading silently, or sharing a book with a friend; a listening station; and places to practice writing stories and to play math or language games. Teachers encourage children to evaluate their own work and to determine where improvement is needed and assist children in figuring out for themselves how to improve their work. Some work is corrected in small groups where children take turns giving feedback to one another and correcting their own papers. Errors are viewed as a natural and necessary part of learning. Teachers analyze children's errors and use the information obtained to plan curriculum and instruction.	• Teachers use most of their planning time to prepare and correct worksheets and other seatwork. Little time is available to prepare enriching activities, such as those recommended in the teacher's edition of each textbook series. A few interest areas are available for children who finish their seatwork early or children are assigned to a learning center to complete a prescribed sequence of teacher-directed activities within a controlled time period.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Teaching strategies *(continued)*	• Individual children or small groups are expected to work and play cooperatively or alone in learning centers and on projects that they usually select themselves or are guided to by the teacher. Activity centers are changed frequently so children have new things to do. Teachers and children together select and develop projects. Frequent outings and visits from resource people are planned. Peer tutoring as well as learning from others through conversation while at work or play occurs daily.	• During most work times, children are expected to work silently and alone on worksheets or other seatwork. Children rarely are permitted to help each other at work time. Penalties for talking are imposed.
	• Learning materials and activities are concrete, real, and relevant to children's lives. Objects children can manipulate and experiment with such as blocks, cards, games, woodworking tools, arts and crafts materials including paint and clay, and scientific equipment are readily accessible. Tables are used for children to work alone or in small groups. A variety of work places and spaces is provided and flexibly used.	• Available materials are limited primarily to books, workbooks, and pencils. Children are assigned permanent desks and desks are rarely moved. Children work in a large group most of the time and no one can participate in a playful activity until all work is finished.

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Every day, individual children or small groups are expected to work and play cooperatively or alone in learning centers and on projects that they usually select themselves or are guided to by the teacher.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Integrated curriculum	• The goals of the language and literacy program are for children to expand their ability to communicate orally and through reading and writing, and to enjoy these activities. Technical skills or subskills are taught as needed to accomplish the larger goals, not as the goal itself. Teachers provide generous amounts of time and a variety of interesting activities for children to develop language, writing, spelling, and reading ability, such as: looking through, reading, or being read high quality children's literature and nonfiction for pleasure and information; drawing, dictating, and writing about their activities or fantasies; planning and implementing projects that involve research at suitable levels of difficulty; creating teacher-made or child-written lists of steps to follow to accomplish a project; discussing what was read; preparing a weekly class newspaper; interviewing various people to obtain information for projects; making books of various kinds (riddle books, *what if* books, books about pets); listening to recordings or viewing high quality films of children's books; being read at least one high quality book or part of a book each day by adults or older children; using the school library and the library area of the classroom regularly. Some children read aloud daily to the teacher, another child, or a small group of children, while others do so weekly. Subskills such as learning letters, phonics, and word recognition are taught as needed to individual children and small groups through enjoyable games and activities. Teachers use the teacher's edition of the basal reader series as a guide to plan projects and hands-on activities relevant to what is read and to structure learning situations. Teachers accept children's invented spelling with minimal reliance on teacher-prescribed spelling lists. Teachers also teach literacy as the need arises when working on science, social studies, and other content areas.	• The goal of the reading program is for each child to pass the standardized tests given throughout the year at or near grade level. Reading is taught as the acquisition of skills and subskills. Teachers teach reading only as a discrete subject. When teaching other subjects, they do not feel they are teaching reading. A sign of excellent teaching is considered to be silence in the classroom and so conversation is allowed infrequently during select times. Language, writing, and spelling instruction are focused on workbooks. Writing is taught as grammar and penmanship. The focus of the reading program is the basal reader, used only in reading groups, and accompanying workbooks and worksheets. The teacher's role is to prepare and implement the reading lesson in the teacher's guidebook for each group each day and to see that other children have enough seatwork to keep them busy throughout the reading group time. Phonics instruction stresses learning rules rather than developing understanding of systematic relationships between letters and sounds. Children are required to complete worksheets or to complete the basal reader although they are capable of reading at a higher level. Everyone knows which children are in the slowest reading group. Children's writing efforts are rejected if correct spelling and standard English are not used.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Integrated curriculum *(continued)*	• The goal of the math program is to enable children to use math through exploration, discovery, and solving meaningful problems. Math activities are integrated with other relevant projects, such as science and social studies. Math skills are acquired through spontaneous play, projects, and situations of daily living. Teachers use the teacher's edition of the math textbook as a guide to structure learning situations and to stimulate ideas about interesting math projects. Many math manipulatives are provided and used. Interesting board and card, paper-and-pencil, and other kinds of games are used daily. Noncompetitive, impromptu oral "math stumper" and number games are played for practice.	• Math is taught as a separate subject at a scheduled time each day. A math textbook with accompanying workbooks, practice sheets, and board work is the focus of the math program. Teachers move sequentially through the lessons as outlined in the teacher's edition of the text. Seldom is time available for recommended "hands-on" activities. Only children who finish their math seatwork are permitted to use the few math manipulatives and games in the classroom. Timed tests on number facts are given and graded daily. Competition between children or groups of children (boys vs. girls, Row 1 vs. Row 2) is used to motivate children to learn math facts.
	• Social studies themes are identified as the focus of work for extended periods of time. Social studies concepts are learned through a variety of projects and playful activities involving independent research in library books; excursions and interviewing visitors; discussions; the relevant use of language, writing, spelling (invented and teacher-taught), and reading skills; and opportunities to develop social skills such as planning, sharing, taking turns, and working in committees. The classroom is treated as a laboratory of social relations where children explore values and learn rules of social living and respect for individual differences through experience. Relevant art, music, dance, drama, woodworking, and games are incorporated in social studies.	• Social studies instruction is included occasionally after the reading and math programs are completed. Social studies projects, usually related to holidays, consist of completing brief activities from the social studies textbook or reading a commercially developed weekly newspaper and doing the accompanying seatwork.

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There are many ways to learn to read, write, and spell other than basal readers, workbooks, and spellers.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Integrated curriculum *(continued)*	• Discovery science is a major part of the curriculum, building on children's natural interest in the world. Science projects are experimental and exploratory and encourage active involvement of every child. The science program takes advantage of natural phenomena such as the outdoors, and the classroom includes many plants and pets for which children provide care daily. Through science projects and field trips, children learn to plan; to dictate and/or write their plans; to apply thinking skills such as hypothesizing, observing, experimenting, and verifying; and many science facts related to their own experience.	• Science is taught mainly from a single textbook or not at all. Children complete related worksheets on science topics. Science consists of memorizing facts or watching teacher-demonstrated experiments. Field trips occur rarely or not at all. A science area may have a few plants, seashells, or pine cones that have been there many months and are essentially ignored by the children.
	• A variety of health and safety projects (such as nutrition, dental health, handwashing) are designed to help children learn many personalized facts about health and safety; to integrate their learning into their daily habits; to plan and to dictate and/or write their plans; to draw and write about these activities; to read silently and aloud; and to enjoy learning because it is related to their lives.	• Health is taught with the aid of posters and a textbook. A health lesson is scheduled once a week or a unit on health is completed once a year.
	• Art, music, movement, woodworking, drama, and dance (and opportunities for other physical activity) are integrated throughout each day as relevant to the curriculum and as needed for children to express themselves aesthetically and physically and to express ideas and feelings. Specialists work with classroom teachers and children. Children explore and experiment with various art media and forms of music.	• Art, music, and physical education are taught as separate subjects only once a week. Specialists do not coordinate closely with classroom teachers. Representational art, evaluated for approximations to reality is emphasized. Children are expected to follow specific directions resulting in identical projects. Crafts substitute for artistic expression.
	• Multicultural and nonsexist activities and materials are provided to enhance individual children's self-esteem and to enrich the lives of all children with respectful acceptance and appreciation of differences and similarities.	• Cultural and other individual differences are ignored. Children are expected to adapt to the dominant culture. The lack of a multicultural component in the curriculum is justified by the homogeneity of the group, ignoring the fact that we live in a diverse society.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Integrated curriculum *(continued)*	• Outdoor activity is planned daily so children can develop large muscle skills, learn about outdoor environments, and express themselves freely.	• Outdoor time is limited because it is viewed as interfering with instructional time or, if provided, is viewed as recess (a way for children to use up excess energy).
Guidance of social-emotional development	• Teachers promote prosocial behavior, perseverence, industry, and independence by providing many stimulating, motivating activities; encouraging individual choices; allowing as much time as needed for children to complete work; and ensuring moments of private time alone with the teacher or with a close friend.	• Teachers lecture about the importance of appropriate social behavior and use punishment or deprivations (such as no recess) when children who become restless and bored with seatwork whisper, talk, or wander around or when children dawdle and do not finish their work in the allotted time. Teachers do not have time for private conversations with children and only the most able students finish their work in time for special interests or interaction with other children.
	• Children have many opportunities daily to develop social skills such as helping, cooperating, negotiating, and talking with the person involved to solve interpersonal problems. Teachers facilitate the development of social skills at all times, as part of the curriculum.	• Little time is available for children to practice social skills in the classroom because they are seated and doing silent, individual work or are involved in teacher-directed groups. The only opportunities for social interaction occur on the playground, but the teacher is not present unless it is her playground duty day; therefore, children don't have a consistent, familiar adult to help them with problems.
	• Teachers promote the development of children's consciences and self-control through positive guidance techniques including: setting clear limits in a positive manner; involving children in establishing rules for social living and in problem solving of misbehavior; redirecting children to an acceptable activity; and meeting with an individual child who is having problems or with children and their parents. Teachers maintain their perspective about misbehavior, recognizing that every infraction does not warrant attention and identifying those that can be used as learning opportunities.	• Teachers place themselves in an adversarial role with children, emphasizing their power to reward acceptable behavior and punish unacceptable behavior. Their primary goal is maintaining control of the classroom. Teachers spend considerable time enforcing rules, giving external rewards for good behavior, and punishing infractions. When social conflicts arise, the teacher intervenes, separating and quieting participants, avoiding the social issue. Whether or not the teacher intends, her attitude often feels demeaning to the child.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Guidance of social-emotional development ***(continued)***	• Teachers limit or contain overexposure to stimulation such as exciting, frightening, or disturbing real or fantasy events (including holidays, television programs or films, overwhelming museum exhibits, and depictions of disasters). When such events occur, teachers help children deal with excitement or fear and express feelings. Teachers know that although schoolchildren can discriminate between fantasy and reality, their capacity for absorbing stimulation is limited. Teachers recognize signs of overstimulation such as when children become silly, overly excited, and carried away in chasing or wrestling; when children try to unduly scare others by relating dramatic accounts of events or experiences; when children are unable to calm down and focus on the activity at hand; or when they become preoccupied with a frightening event. Teachers' strategy is to prevent these behaviors rather than punishing them and to provide an alternative calming activity.	• Teachers are not sensitive to signs of overstimulation in children and treat such demonstrations as misbehavior that must be punished or teachers escalate the situation by encouraging children to release pent-up energy in uncontrolled activity.
Motivation	• Teachers build on children's internal motivation to make sense of the world and acquire competence. The teacher's role is to work with the child in a supportive way toward shared goals, such as reading, writing, learning about the world, exploring science and math, and mastering the rules and skills of sports. Teachers guide individual children to see alternatives, improvements, and solutions.	• Teachers attempt to motivate children through the use of external rewards and punishments. The teacher's role is to correct errors and make sure the child knows the right answer in all subject areas. Teachers reward children for correct answers with stickers or privileges, praise them in front of the group, and hold them up as examples.
	• Through the relationship with the teacher, the child models her or his enthusiasm for learning, identifies with the teacher's attitudes toward conscientious work, and gains in self-motivation.	• The child, sensing that the teacher is struggling to keep her composure and get through the day, identifies with this attitude and emulates it.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Motivation *(continued)*	• Teachers point out how good it feels to overcome a hurdle, to try hard to achieve success, and to live up to one's own standards of achievement. The reward for completing a task is an opportunity to try something even more self-challenging, for example "Now that you've finished this book, you can choose another book you want to read."	• Teachers try to motivate children by giving numerical (85%) or letter grades, stickers, gold stars on charts, candy, or privileges such as extra minutes of recess.
Parent- teacher relations	• Teachers view parents as partners in the educational process. Teachers have time for periodic conferences with each child's parents. Parents' visits to school are welcomed at all times and home visits by teachers are encouraged. Teachers listen to parents, seek to understand their goals for their children, and are respectful of cultural and family differences.	• Teachers are not given time for work with parents although many exceptional teachers do it on their own time. Subtle messages convey that schools are for teachers and children, not parents. Teachers view parents' role as carrying out the school's agenda.
	• Members of each child's family are encouraged to help in the classroom (sharing a cultural event or language, telling or reading a story, tutoring, making learning materials or playing games); to help with tasks related to but not occurring within the classroom (sewing costumes, working in the school library); and to assist with decision-making where appropriate.	• Schedules are so tight that parents are seen as one more frustration to teachers who need to cover the curriculum. A policy exists for parent participation, but it receives little time or effort. Teachers go to occasional PTA/PTO meetings and sit quietly in the audience. Teachers make formal contacts with parents through report cards and one yearly conference.
Evaluation	• No letter or numerical grades are given during the primary years. Grades are considered inadequate reflections of children's ongoing learning.	• Grades are seen as important in motivating children to do their work.
	• Each child's progress is assessed primarily through observation and recording at regular intervals. Results are used to improve and individualize instruction. No letter or number grades are given. Children are helped to understand and correct their errors.	• Children are tested regularly on each subject. Graded tests are sent home or are filed after children see their grades. To ease children's stress caused by the emphasis placed on test scores, teachers "teach to the test."
	• Children's progress is reported to parents in the form of narrative comments following an outline of topics. A child's progress is reported in comparison to his or her own previous performance and parents are given general information about how the child compares to standardized national averages.	• Children's progress is reported to parents in letter or numerical grades. Emphasis is on how well the child compares to others in the same grade and to standardized national averages.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Evaluation (*continued*)	• Children are not "promoted" nor do they "fail." Because children progress through sequential curriculum at different paces, they are allowed to progress in all areas as they acquire competence. Retention is avoided because of its serious impact on children's self-esteem and the fact that the practice of retaining children in a grade for another year disproportionately affects male, minority, very young, and low-income children. The program is designed to serve the needs of the children; the children are not expected to change to fit the program.	• Children repeat a grade or are placed in a special "transition" grade if they have not mastered the expected reading and math skills. It is assumed that their performance will improve with repetition or as they mature. Placement decisions are based on children's ability to sit still and complete paperwork, follow directions, and read at or near grade level.
Grouping and staffing	• Size of classroom groups and ratio of adults to children is carefully regulated to allow active involvement of children and time for teachers to plan and prepare group projects that integrate learning and skills in many subject areas and relate to children's interests; to plan for and work with individual children having special needs or interests; to plan and work with parents; and to coordinate with other teachers, teams of specialists, and administrators involved in each child's school experience. Groups of 5-, 6-, 7-, and 8-year-olds are no larger than 25 with 2 adults, one of whom may be a paraprofessional, or no larger than 15 to 18 with one teacher.	• Groups of 25 to 35 children with one teacher are considered acceptable because they are economical and possible with strict scheduling and discipline, use of prepaced textbooks and workbooks, and devoting little attention to individual needs or interests, allowing minimal parent involvement, and allowing no time for coordination among teachers and specialists. Kindergarten teachers must teach a total of 50 or more children in separate morning and afternoon sessions without the assistance of a paraprofessional.
	• Classroom groups vary in size and composition depending on children's needs. Some groups consist mostly of 5- and 6-year-olds or 6- and 7-year-olds, while others span 3 chronological years (5-, 6-, and 7-year-olds or 6-, 7-, and 8-year-olds) or are composed mainly of same-age children. Children are placed where it is expected that they will do their best, which may be in a family grouping and which is more likely to be determined by developmental than by chronological age. Persistent difficulties of individual children are handled in small groups with more intensive help and the composition of these groups is flexible and temporary.	• Classrooms consist of 25 to 35 children without opportunity for teachers to place children in smaller classes when needed (except children diagnosed as eligible for special or remedial education). Children are grouped by chronological age whenever possible, although inconsistencies arise due to dates of birth and the retention of some children. Children are tracked into homogeneous groups according to ability level.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Grouping and staffing *(continued)*	• Five- through 8-year-old children are assigned a primary teacher and remain in relatively small groups of 15 to 25 because so much of their learning and development is integrated and cannot be divided into specialized subjects to be taught by special teachers. Specialists assist the primary adult with special projects, questions, and materials.	• Departmentalized settings and groups of 80 or more children with a team of teachers are common. Teachers teach their special areas of interest and what they know best in isolation from one another and children rotate among different teachers.
	• Care is taken to integrate special needs children into the mainstream classroom socially as well as physically. Care is taken to avoid isolating special needs children in a segregated classroom or pulling them out of a regular classroom so often as to disrupt continuity and undermine their feeling of belonging to the group.	• Special needs children are nominally assigned to a regular class, but almost all their instruction occurs with special teachers elsewhere in the building. These children have only a vague sense of what is happening in their regular classroom and the classroom teacher spends little time with them because she assumes they are getting intensive treatment from the special education teacher. Special needs children may be seated together in a designated area of their regular classroom.
Teacher qualifications	• Teachers are qualified to work with 5- through 8-year-olds through Early Childhood Education degree programs or Elementary Education degree programs with a specialty in Early Childhood Education that includes supervised field experience with this age group and required coursework in child development and how children learn, in integrated curriculum and instructional strategies, and in communication with families.	• Elementary or secondary teachers with no specialized training or field experience working with 5- through 8-year-olds are considered qualified because they are state certified regardless of the grade level for which their coursework prepared them.
	• Ongoing professional development opportunities are provided for primary grade teachers to ensure developmentally appropriate curriculum and instruction and to help teachers become more competent, confident, and creative.	• Teachers participate in continuing professional development to maintain certification although development opportunities are not necessarily related to the primary age group.

Component	APPROPRIATE Practice	INAPPROPRIATE Practice
Before- and after-school care	• The before- or after-school program is staffed by people trained in early childhood education, child development, and/or recreation. The program offers a wide variety of choices for children (including nutritious snacks) and features private areas, good books, sports, expeditions, clubs, and many home activities like cooking and woodworking. Children may do homework for a short period of time if they choose.	• The before- or after-school program is staffed by unqualified persons with little or no training in child development or recreation. The before- or after-school program is operated as an extension of the structured school day with children expected to do homework or occupy themselves with paper-and-pencil activities OR the program is considered babysitting and children are warehoused in large groups with few available materials.
Transitions	• Children are assisted in making smooth transitions between groups or programs throughout the day by teachers who provide program continuity, maintain ongoing communication, prepare children for the transition, involve parents, and minimize the number of transitions necessary.	• A child's day is fragmented among many different groups and programs with little attempt by adults to communicate or coordinate successful transitions.

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Good after-school programs offer a wide variety of choices for children (including nutritious snacks) and feature private areas, good books, sports, expeditions, clubs, and many home activities like cooking and woodworking

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APPENDIX

THE SIGNIFICANCE OF REPORTING TO PARENTS

Parents are entitled to know the results of kindergarten screening. Reporting the results to them is a required and traditional part of the process. It seems to be a simple, straightforward activity, of no great significance other than the information itself. But, for many reasons, reporting to parents has more significance than just the information being reported.

All communication carries two messages: the informational message and the emotional message. Often, the emotional content is more important than the information. How a person feels determines how much is heard and how it is interpreted. Understanding the significance of reporting to parents involves looking at both sets of messages.

So What?

How much of what you tell parents about kindergarten screening do they remember and understand after you've told them? Communications research shows that when communication is one-way--one person talks and the other is supposed to listen--very little information gets through. The listener has some general awareness, but virtually no understanding. After listening to the screening results, most parents will be thinking, "everything is O.K." or "everything is not O.K." The teacher may believe that the information was clear and that the parent understood it, when the parent actually heard very little. This is why placement is often so difficult.

Does it matter if the parent understands? Will it make any difference to anyone if the parent understands what the teacher spent a half hour explaining? Research shows that what parents understand about education, and about their own child's schooling, makes a very big difference to the child, the parent and the teacher. The parent's attitudes about school and learning have a profound effect on the child's ability to succeed as well as on the child's social adjustment and emotional stability. Many teachers believe that parental attitudes cannot be changed; therefore, teachers and schools concentrate on changing the child's attitudes. In fact, the relationships teachers develop with parents help to change the parent's attitudes toward school. Often, the result is an improvement in their child's work.

In addition, when parents understand the reasons for school goals and policies, they tend to reinforce them with their children at home, supporting the school and the teacher rather than blocking them. When parents understand more about how the teacher and the school are trying to help children learn, they believe that the school is more responsive to their own child's needs. Pre-school and kindergarten parent-teacher contacts provide the opportunity to establish positive relationships which tend to continue throughout the child's school school years. When attitudes start to change at the very beginning, they tend to stay changed. It is more difficult to change them later.

Increasing Understanding

Since what parents know about education is so important to the success of their own child's schooling, one goal of the reporting conference is to increase the parent's understanding of the information. To do this, teachers can use what they already know about how people learn, since there are many parallels between effective communication strategies and effective teaching.

In the reporting conference, the parent becomes the receiver of the information given by the teacher. The parent's role is passive, the teacher's role more active. Like research into learning, communication research places this kind of activity at one end of a continuum. As the relationship between the communicators becomes more meaningful and interactive, real communication increases. More information gets through to the listener. In the same way that lecturing (when the student is in a passive role) has been shown to be less effective than other teaching strategies, one-way, passive communication strategies with parents have been shown to be less effective.

The Parent's Learning Process

Establishing Outcomes

The first step in increasing understanding is establishing learning outcomes for the conference. Ask yourself these questions: What information is most important for all parents to understand about the screening process? What is most important for the parent to understand about the results for their own child? If our roles were reversed, what questions would I, as a parent, have about screening and about my own child's results? Which questions would I feel uncomfortable about asking?

Developing Teaching Strategies

Parents, like everyone else, have characteristics and preferred ways of learning. In presenting new information to parents, teachers need to continue to be aware of what they know about teaching. Most people cannot easily assimilate verbal information without some written or visual reinforcement. Think about how to present information in ways that will reinforce what you want to say or write. Don't introduce many new concepts at once. Use concrete examples to illustrate main points. Use pictures, charts, diagrams, examples of student work, comments by previous parents--what works in the classroom will work with parents. Develop questions to ask in the course of the conference so you can check comprehension. Encourage parents to ask questions during the conference. You'll know from the kinds of questions they ask how well they understand what's being discussed.

Encouraging parents to ask questions during the conference is also a way to engage them in the learning process. However, asking questions which lead to increased understanding is easier for people when they have some information about the subject beforehand and have had a chance to think about it on their own. Here are some ideas which may help:

1. Distribute information at kindergarten registration when screening appointments are made.

2. Plan the screening process so that parents are able to read prepared information before talking with you.

3. Write more than a two-line notice of the screening date when you send information to the local newspaper. If you have already determined what parents need to know about the process, include the information in the press release.

4. Start this year to get to know some of the parents of next year's students. Hold a pre-screening open house, with child care, if possible, to talk about the school program and the screening process. (It's a good idea to be very firm about not discussing individual children with their parents at the open house. Let parents know they will have time to ask lots of questions when you meet with each of them after the screening.)

5. Enlist the help of the parents of your current students to find parents who will be entering their children next year. Encourage them to visit your class when other parents will be there.

6. On screening day, don't meet with parents individually. Instead, schedule times for individual appointments later.

7. Develop a simple brochure on screening and the kindergarten program. Put in doctor's offices, the supermarket.

Vocabulary Words

Teachers have a professional language which parents don't always understand. Not only does the use of jargon distance teachers from parents, thus making a productive relationship more difficult to establish, but it can also be viewed as disrespectful and rude. Often, parents and teachers have different meanings for the same words and that can lead to profound misunderstandings. For example, the word "screening", to non-educators, connotes separating out something unwanted. When I screened the sand that was to go between the bricks of my patio, I screened the impurities and the unwanted rocks out and discarded everything that didn't go through the little uniform holes in the screen. Defining "screening" for a parent means first defining it for yourself. Can you answer these questions? Why do we screen? What are we looking for when we screen? Why have we chosen these screening instruments? What do we do with the results? What do we learn from the screening process that we otherwise wouldn't know? How does screening help children? Is screening different from testing? How?

Some words and terms easily misunderstood:

back to basics
basal reader
conduct
readiness
developmental
curriculum
discipline
enrichment
remediation
gifted and talented
working at grade level
motivated
norm
standardized tests
manipulative behavior
listening skills

overachiever
underachiever
cognitive
reinforcement
aptitude
hyperactive
disruptive
aggression
instruction
objectives
psychomotor skills
self-concept
maturation
adjustment
accelerated
normal

Being aware of the possibility for misunderstanding and accounting for it isn't "talking down" to parents. It shows that you respect them and that you want them to be comfortable and to understand as much as possible about their child's education. Parents can't be expected to understand the jargon teachers use, just as teachers can't be expected to understand the jargon used in the parents' occupation. One approach to using terminology in the conference is to begin by saying: "Teachers seem to have a language of our own when we talk about children and we forget sometimes that other people don't know what we're talking about. I'm going to try to remember to explain the ones I use today, but please stop me if I forget to do that." Once a term has been explained, continue to use it naturally in conversation about the child if the term seems to be the best way to explain. Hearing the words in conversation helps parents to understand their full meaning.

A Note on Examples and Jargon

Teachers are sometimes reluctant to call a spade a spade because they fear the parent's reaction. It is not easy to know when information about the child will alienate the parent--especially at the beginning of the parent-teacher relationship. Sometimes, in an effort to report information which is not positive, teachers can be tactful to the point of giving the parent no information at all. There are several basic ideas to keep in mind when reporting this kind of information to parents. First, describe the behavior of the child and relate that behavior to what is expected. Second, describe the desired behavior in terms of a time sequence. For example: "Sue hasn't yet learned to ______." or "She still needs time to learn to ______." Describe what the school program does to address the child's needs. Describe what the parent can do to address those same needs. Stress the uniqueness of each child and the fact that children don't all learn and grow at the same rate. Avoid name-calling. "Your child is (shy, lazy, disruptive, mature, immature, normal)" tells the parent very little about the child or about what is expected of the child in school.

Silent Messages

Real communication is actually the process of forming an interactive relationship. In such a relationship, both parties have learned to trust each other, both feel that their values and personalities are respected and accepted, both feel that the relationship is basically a balanced and equal one. While information is being exchanged on one level, the relationship and its emotional content is being developed silently underneath.

The emotional messages being exchanged can be so much more powerful than the verbal ones, that they get in the way of the information. a parent may leave a conference thinking, "What a neat person! She must be a great teacher!" without the vaguest idea of what was actually said. Because of the power of the emotional message, what the parent understands of the information is often secondary to the way the parent feels about it. And, according to what's known about productive communication, establishing a positive relationship first leads to greater understanding later.

An objective look at the traditional parent-teacher conference is almost a roster of what not to do to establish a productive relationship with parents. Some examples and how parents and teachers may react to them:

The teacher sits behind the desk: the parent feels unequal, off balance, uncomfortable, like a student again, out of control; the teacher may feel inadequate, uncomfortable, insecure, off balance, and very much like a teacher with a student.

Eighteen other parents are lined up in the hall waiting for their turn: the parent feels unimportant, off balance, as though valuable time is being wasted, worries that other parents may hear what is said; the teacher may feel the stress of the others waiting in the hall, the press of time.

Each parent has 15 minutes with the teacher: the parents feels stress from wanting to hear and understand everything that is being said and ask questions in such a short time, is resentful that their child is worth no more than 15 minutes of the teachers' time, feels uninvolved with the information or the conference, may worry about making a good impression on the teacher; the teacher feels the same stress from trying to talk as fast as possible to 18 different parents about 18 different children.

Conferences are held at night, infrequently: parent is very tired, teacher is very tired; so much has happened to the child, the teacher and the parent since the first conference that it seems impossible to catch up with all of it.

What all of these examples have in common is that they completely discount what people--both parents and teacher--are really like. People who teach adults know that there are some basic environmental and emotional concerns which must be considered when working with adults. Don't waste their time, plan a combination of activities and discussion time so they can understand how new information related directly to them and their situation. Be prepared to address the specific problems adults have which motivates them to learn in the first place. Do everything possible to show respect for what they have learned and to make them feel welcome and comfortable.

Values and Emotions

At any particular moment, our emotions are being acted upon by three major influences. One is our characteristic way of perceiving the world. A second is how we feel at the moment--tired, angry, ill, hungry, pleased, afraid. The third is how the present situation is related to our value system. Based on our values, we either accept situations, ideas and people when they match our values, or reject them when they don't.

Our characteristic emotional state is the result of past life experiences and the feedback we got from others about ourselves. We see reality through the filter of what these past experiences have led us to believe will happen to us. If a person's characteristic emotional state is one of pessimism, then that person always expects the worst to happen, because in the past, the worst has often happened in the same kinds of situations. Whenever roles are being played, there is great potential for these feelings and expectations to surface and be barriers to communication and to positive relationships between parents and teachers.

Parents, simply because they are parents, can feel two sets of emotional reactions during the conference. Their own experiences as students can make them either open or defensive. The feelings they have about their own child's performance and ability are all tied in with their own performance as a parent. Parents may deny their child is less than perfect because anything less than being a perfect parent is not acceptable to them. Parents may refuse to believe positive things abut their children because they can't believe anything positive about themselves. Parents who react in these ways are not "wrong" or irrational or uncaring. They have developed these responses as a way of protecting themselves. There is little a teacher can do about the barriers these emotions can create during the conference except acknowledge them and accept them without judgment. When a parent refuses to hear information about their child, the teacher's responsibility to report it does not disappear. By using the techniques outlined above, the teacher may help the parent to learn that there are positive ways to look at the child.

Building a Continuing Relationship

Reporting to parents about kindergarten screening is just the beginning. How parents feel about this first contact with teachers influences the emotional climate of future contacts. How much parents understand and how sensitive the teacher is to their needs and the needs of their child can make a big difference in the child's achievement throughout the years in school.

Both parents and teachers who have worked to build on the relationship established at the first conference say that frequent contact is important. What works: personal notes home on a regular basis, an occasional phone call, opportunity to talk with the teacher many times during the year, special events parents can help plan, and efforts to increase parents' understanding of what is taught, why and how, as well as more information on a regular basis about the development of children and the development of their own child. What builds the relationship between parents and teachers is the acknowledgment that working together benefits the child, and that both parents and teachers have an equal stake in the partnership.

STATE OF MAINE

Department of
Educational and Cultural Services
State House Station 23
AUGUSTA, MAINE 04333

Informational Letter No.: 6 Policy Code No.: IGA

To: Superintendents, Special Education Directors, Elementary Principals, Curriculum Coordinators, School Nurses

From: David Stockford, Director, Division of Special Education
William H. Richards, Ed.D., Director, Division of Curriculum

Date: August 22, 1986

RE: Laws and Rules Pertaining to Kindergarten Attendance

****

It has come to the attention of the Department of Educational and Cultural Services that there may be confusion regarding elegiblity for kindergarten.

The student eligibility statute, (20-A MRSA 5201.2B) states as follows:

> A person who will be at least 5 years old on October 15 of the school year may enroll in a one-year kindergarten. . .

In its rule governing kindergarten (Early Elementary School Assistance Program, Chapter 121, see attached) the Department of Educational and Cultural Services requires that all incoming kindergarten students be screened in at least the following areas: "...fine and gross motor development; receptive and expressive language; vision; hearing and cognition."

In any instance where there is reason to suspect that the child has a handicapping condition, both state and federal laws require that the child be referred for further assessment, as determined by the school administrative unit.

The intent of these laws and rules is to insure that appropriate educational programming is made available to all children of legal school age. The results of screening cannot be used to delay, defer or deny school entrance to any child.

Therefore, school personnel cannot suggest, infer or recommend that any child for whom a parent intended school enrollment "stay at home" for another year. The decision to do so should be initiated by the parent.

The Department's Division of Curriculum is presently developing a guide to screening models. This guide will help school administrative units to develop or refine an appropriate screening process, and to plan appropriate programs based on the screening results.

For further information, please contact Maizie Argondizza in the Early Elementary Education Office at 289-5981.

STATE OF MAINE

Department of
Educational and Cultural Services
State House Station 23
AUGUSTA, MAINE 04333

Informational Letter No.: 34 Policy Code No.: IGA

To: Superintendents, Special Education Directors, Elementary Principals, Curriculum Coordinators, School Nurses

From: David Stockford, Director, Division of Special Education
William H. Richards, Ed.D., Director, Division of Curriculum

Date: January 21, 1987

RE: Laws and Rules Pertaining to Kindergarten Attendance

****

This is to clarify Informational Letter No. 6, specifically page two, paragraph one, which reads:

> "Therefore, school personnel cannot suggest, infer or recommend that any child for whom a parent intended school enrollment 'stay at home' for another year. The decision to do so should be initiated by the parent."

The intent of this statement is not to infringe on the professional judgment of those interpreting and/or reporting the results of kindergarten screening to parents. Rather, it is to ensure that children are offered a program that is appropriate to their readiness level, using the results of screening to plan such a program. Emphasis on program planning should discourage a recently-surfaced practice in which the child is unfortunately perceived by the parent as "failing the kindergarten screening."

A primary goal of all of us as educators is that children begin their public education in the most positive and successful manner that we can provide.

For further information, please contact Maizie Argondizza in the Early Elementary Education Office at 289-5981.

When?

If you

- know a preschooler with special needs,
- have a question about your child's development,
- want more information about available services,
- would like information concerning training opportunities related to young children with special needs.

Please Contact

The Preschool Site
nearest you
or
The Division of Special Education
Department of Educational and
Cultural Services
State House Station #23
Augusta, Me 04333
Tel: (207) 289-5950

What?

In Maine, services for special needs infants and preschool children are provided by many individuals, state and local government agencies, and private organizations. The preschool coordination system was developed to create a state-wide delivery system for preschool services by coordinating these efforts of these various public and private providers, acting in partnership with parents.

A coordination site serves as a local resource to its residents, reflecting the commitment of the community in these activities. The active participation of representatives from the private and public sector, including those from the Department of Mental Health and Mental Retardation, the Department of Human Services, and the Department of Educational and Cultural Services, provides a supportive and collaborative resource for families. Parents and providers work together - not only benefiting individual children, but also in advocating for the improvement of all services for children with special needs and for their families.

This brochure presented by:

The Division of Special Education
Department of Educational & Cultural Services

Appropriation Number 3234-4234

Designed by: Deb Tavernier

Coordinated Services for Infants and Preschool Children with Special Needs in Maine

Early Identification, Intervention, and Resources for Infants and Preschool Children with Special Needs

Who?

The sites serve

- special needs preschoolers,
- parents of children ages birth through five who have concerns about their child's development,
- the community at large when it requests information about the special needs of young children,
- providers of services for preschool handicapped children, in the on-going development of coordination, service or resource development, and training.

How?

The sites act

- as a central point of referral in the community where parents, health professionals, educators, and providers can turn when they have questions about the physical, mental emotional or social development of a young child,
- to help identify the special strengths and needs of preschool children, and then work with appropriate providers to develop individualized, appropriate programs that are responsive to those needs and strengths,
- to facilitate a smooth transition into public school for families with children receiving early intervention services.

Where?

Special Needs Preschool Services
P.O. Box 311, 12 Free Street
Machias, Maine 04654
Tel 255-8466

Lincoln County Preschool Program
P.O. Box 1114
Damariscotta, Maine 04543
Tel 563-1411

Project CO—STEP
c/o Westbrook College
716 Stevens Avenue
Portland, Maine 04103
Tel 797-5770

Opportunities for Preschool
Children
P.O. Box 272
Norway, Maine 04268
Tel 743-9701

York County Preschool Program
10 Storer Street
Kennebunk, Maine 04043
Tel: 985-7861

Mid-Coast Preschool Services
11 Maple Street
Rockland, Maine 04841
Tel: 594-8474

GUIDE Program
Mayo Street School Annex
Dover-Foxcroft, Maine 04426
Tel: 564-3115

Project SEARCH
44 Water Street
Brunswick, Maine 04011
Tel 725-6305

Project PEDS
MMMC - Seton Unit
Chase Avenue
Waterville, Maine 04901
Tel: 872-4220

Hancock County Preschool
Project
78 Union Street
Ellsworth, Maine 04605
Tel: 667-7106

The First Step Preschool
Project
36 Oak Street, Dingley Building
Lewiston, Maine 04240
Tel 795-4023

Penobscot Preschool Program
103 Texas Avenue
Bangor, Maine 04401
Tel: 947-8493

Waldo County Preschool Projec
37 High Street, P.O. Box 294
Belfast, Maine 04915
Tel: 338-1177

Franklin County Preschool
Project
c/o SAD #58 RFD #1, Box 158
Kingfield, Maine 04947
Tel: 265-4195

A.P.P.L.E.
348 South Main Street
Caribou, Maine 04736
Tel: 493-6687

Southern Kennebec Preschool
Project
273 Capitol Street Extension
Augusta, Maine 04330
Tel 623-4989

PRE-KINDERGARTEN SCREENING

School ____________________
Name of child ____________________
Today's date ____________ **Date of birth** ________ **Current age** ____
Address ______________________________ **Phone** ________
____
Parent (s) names ______________________________
Person completing this form ____________ **Relationship to child** ______

Please answer the questions on this form in the best way that you can. You will be able answer some quite easily and you will have difficulty in making a decision on others.

Your response on this questionnaire **does not** determine whether or not your child ent kindergarten. Your answers on this form **will help** the staff decide what kind of kindergar program is best suited for your child.

This questionnaire is confidential and your responses will be shared only with professio personnel and only if the information learned will help in planning an educational progr for your child.

Developmental History

A. Early Development

	Normal	Some Concern	Great Concern	Comments
1. Pregnancy:				
2. Delivery:				
3. Teething:				
4. Sitting:				
5. Walking:				
6. Talking:				
7. Feeding:				
8. Sleeping:				
9. Crying:				
10. Toilet Training:				

B. Family Background

1. Parents live together______; separated______; divorced______; deceased______.
2. Step-parents: Name____________________ Relationship to child ____________
3. Names and order of all children (oldest first)

Name	DOB	Age	Sex	School/Grade attending	Living at Home	Comme

4. Others living in household:

Name **Relationship to child**

5. Special interests, hobbies, talents of child and other family members.

Who **What**

6. Specific responsibilities the child has at home.

	Normal	Some Concern	Great Concern	Comments
7. Relationship with mother:				
8. Relationship with father:				
9. Relationship with siblings:				
10. Relationships with other household members:				
C. Current Description of child:				
1. Is active				
2. Tires easily				
3. Plays with other children				
4. Spends time playing alone				
5. Complies with parent wishes				
6. Gets along with other children				

	Normal	Some Concern	Great Concern	Comments
7. Gets along with adults				
8. Experiences difficulty in expressing self				
9. Difficult to understand child when talking				
10. Seems happy				
11. Upset by changes in routine				
12. Demands much individual attention				
13. Has to be punished often				
14. Experiences confusion in following directions				
15. Experiences difficulty in remembering things				
16. Gives up easily				
17. Cries easily				
18. Generally is cooperative				
19. Fights with other children				
20. Sees relationship between his behavior & its consequences				
21. Has temper tantrums				
22. Experiences sickness frequently				
23. Is clumsy				
24. Is independent (finds ways to occupy his/her time).				
25. Clings to parent				

	Normal	Some Concern	Great Concern	Comments
26. Uses fork and spoon without help				
27. Catches objects thrown to him/her				
28. Loses balance, trips, falls				
29. Difficulty running				
30. Dresses self				
31. Washes and grooms self				
32. Cares for all toilet needs by self				
33. Is shy				
34. Vision				
35. Hearing				

Other:

1. What are some things which your child likes or dislikes to do which might be useful for us to know?
2. What have you found to be effective when you punish your child?
3. What rewards have been effective when you wish to reward your child?
4. Does child participate in activities outside of home (i.e., Y, Boy's Club, music lessons)?
5. Does child enjoy television? ______ less than 1 hour ______ less than 3 hours ______ more than 3 hours per day ______.
6. Does your child have any physical or other problems we should know about?
7. Is child receiving any regular medication?
8. Has child ever had lead poisoning?
9. Would you like an individual conference?
10. Any additional comment you wish to make?
11. Do you have time to share as a volunteer in our schools? ______Yes ______No.
    Special area of interest:
    Tutoring __________ Clerical __________ Other __________

PAST EDUCATIONAL STATUS

Name of child: ____________________ Date: ____________________
Informant: ____________________ Relationship: ____________________

1. Previous school experience:

TYPE	NAME	HOURS	DAYS/WEEK	DATES ATTENDED
Nursery School				
Co-operative Programs				
Head Start				
PROP				
Day Care				
Other (specify)				
None				

2. Describe aspects of the program your child likes best:

3. Describe aspects of the program which your child likes least:

4. What do you think contributed most to the positive development of your child?

5. Describe any problems which may have arisen in child's past educational experience:

6. Your child's teacher in the pre-school program: ____________________

7. Other language spoken in home: No ________ Yes ________
Language ____________________

State of Maine
DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES

Kindergarten Screening Report

NAME OF UNIT: ____________________
(City, Town, SAD or CSD)

NAME OF PERSON COMPLETING FORM: ____________________

TELEPHONE NO.: ____________________

1. How many children were enrolled in Kindergarten as of October 1, 198 ?
   boys ________ girls ________
2. How many children were screened as of October 1, 198 ? boys ______ girls ______
3. Please identify screening instruments used in each required area. These may be purchased or locally developed.

AREA	NAME OF INSTRUMENT	PURCHASED	LOCALLY DEVELOPED
Fine Motor			
Gross Motor			
Receptive language			
Expressive language			
Vision			
Hearing			
Cognition			

Signed: ____________________ ____________
(Superintendent) (Date)

For Information Call:
Maizie Argondizza
289-5981

PLEASE RETURN TO:
EARLY ELEMENTARY EDUCATION
DEPARTMENT OF EDUCATIONAL & CULTURAL SERVICES
STATE HOUSE STATION #23
AUGUSTA, MAINE 04333

EF-I-34

KINDERGARTEN REGISTRATION 1986-87

To Parents

Do you have a child who will be 5 years of age by October 15, 1986? Are you planning to send your child to Kindergarten next fall (September 1986)?

We are trying to determine the number of studens who may be entering Kindergarten and need your help! Please call either the LAKE STREET SCHOOL - 784-2991 or the WASHBURN SCHOOL 784-5467 or fill out the form below/right, and return it to the school where your child will attend.

There will be a registration day later in the spring for Kindergarten students. We need information now in order to determine possible problems with space for classrooms. We may be over crowded or short of space.

We appreciate your help.

Sincerely,

TCD/ew

Principal

(cut here and return to school)

SUPPLIES
SEPTEMBER

We are looking forward to working with your child—and with you. We can all contribute to this most important endeavor!

Kindergarten Registration

Name ______________________________

Address ______________________________

Birth Date ____________ Phone # ____________

Parents Name: Mother ____________________

Father ____________________

My child has special needs which include (hearing, speech, other). Please note.

____

____

I would like to know more about ________

____

____

____

NAME ______________________ ADDRESS ______________ SCHOOL ________

ABOUT IMMUNIZATIONS:

State Law requires you must submit verification that your child has received the following immunizations prior to entering school: 3 DPT, 3 Polio, 1 Measles, 1 German Measles (Rubella) and 1 Mumps. Note: 1 Polio, 1 Measles, 1 German Measles (Rubella) and 1 Mumps must be given AFTER age one. Please bring your child's documented immunization record at the time of Pre-School Registration. If you do not have this updated proof, the form below may be filled out and SIGNED by the physician's office.

Your child should have received:	Dates		
D.P.T. #1	______		
#2	______		
#3	______		
Boosters	______	______	______
Polio #1	______		
#2	______		
#3	______		
Boosters	______	______	______
Measles	______		
Rubella (German Measles)	______		
Mumps	______		
M/M/R	______		
Tine (T.B.)	______		
Others	______	______	______
	______	______	______

I hereby verify that the above dates meet with the State Requirements.

Doctor's Signature ______________________ Date __________

This form is NOT acceptable as proof of immunization UNLESS properly signed where indicated.

Check with us, Tel.   , the School Nurses Office, Tel.   or your doctor if you have any questions about your child's immunizations or State requirements.